

New curricula

Learning, teaching, and assessment programs

Advanced Training in Respiratory Medicine (Paediatrics & Child Health)



About this document

The new Advanced Training in Respiratory Medicine (Paediatrics & Child Health) curriculum consists of curriculum standards and learning, teaching, and assessment (LTA) programs.

This document outlines the Advanced Training in Respiratory Medicine (Paediatrics & Child Health) LTA programs for trainees and supervisors. It should be used in conjunction with the Advanced Training in Respiratory Medicine (Paediatrics & Child Health) [curriculum standards](#).

The new curriculum was approved by the College Education Committee in May 2024. Please refer to the [College website](#) for details on its implementation.

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Program overview

CURRICULUM STANDARDS

The [curriculum standards](#) are summarised as 18 learning goals. The learning goals articulate what trainees need to be, do and know, and are assessed throughout training.

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment and management 6. Management of transitions from paediatric to adult care 7. Acute paediatric respiratory care 8. Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult 9. Communication with patients and their parents / caregivers, and other health professionals 10. Prescribing 11. Procedures 12. Investigations
KNOW	13. Scientific foundations of respiratory medicine 14. Acute respiratory care 15. Chronic respiratory care 16. Airways, chest wall, and breathing 17. Pulmonary and pleural disease 18. Interstitial and diffuse lung disease, vasculitides, systemic diseases

LTA STRUCTURE

The learning, teaching, and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curriculum standards in the program. The program is structured in three phases. These phases establish clear checkpoints for trainee progression and completion.



Entry criteria

Prospective trainees must have:

- completed RACP Basic Training, including the Written and Clinical Examinations
- 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.
- an Advanced Training position in an RACP-accredited training setting or network or an approved non-core training position.

LTA PROGRAMS

The LTA programs outline the strategies and methods to learn, teach, and assess the curriculum standards.

Entry

- 1 [entry application](#)

Learning

Minimum 36 months FTE [professional experience](#)

- 1 [learning plan](#) per rotation

- 1 [procedural logbook](#)

- 1 [national or international scientific meeting attendance](#)

[RACP Advanced Training Orientation resource*](#)

[RACP Supervisor Professional Development Program](#)

[RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource](#)

[RACP Health Policy, Systems and Advocacy resource](#)

[Recommended resources](#)

Teaching

- 2 [supervisors](#) per rotation

- 1 [research project supervisor](#)

Assessment

- 12 [learning captures](#) per phase

- 12 [observation captures](#) per phase

- 4 [progress reports](#) per phase

- 1 [research project](#)

*Resource will be available in 2025

About the program

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.

Overview of specialty

Paediatric respiratory medicine encompasses diseases of the respiratory system in children (from babies, children, to young people), including the upper and lower airways, lung parenchyma, pleura, mediastinum, pulmonary circulation, chest wall, and ventilatory control system (awake and asleep). It incorporates knowledge of lung development and developmental physiology, normal and disordered respiratory structure and function, clinical respiratory diseases, and the specialised diagnostic techniques, tests, and procedures employed in clinical assessment and management.

Paediatric respiratory physicians are involved in the diagnosis and management of acute and chronic, uncomplicated, and complex respiratory conditions in children and young people. This includes children with difficult-to-treat asthma, complicated pneumonia and other respiratory infections, cystic fibrosis and bronchiectasis, and rare lung diseases. Paediatric respiratory physicians promote and advocate on public health issues at the individual, local, and national level to promote lung health. This includes the promotion of hygiene and health practices such as immunisation to reduce the transmission and severity of respiratory infections, practicing culturally safe care, and promoting and supporting nicotine and vaping cessation.

Paediatric respiratory physicians:

- **Conduct and interpret clinical, radiological, and laboratory investigations** for children presenting with a variety of respiratory issues and symptoms of sleep-disordered breathing, including lung function testing, polysomnography, and radiological imaging.
- **Diagnose and manage children in a variety of settings.** Paediatric respiratory physicians see patients with a wide range of respiratory diseases and conditions while working across several settings (including academic, public clinics and hospital, private clinics and hospital, and pulmonary function and scientific laboratories), situated in metropolitan and/or outreach communities, including telehealth environments.

- **Perform interventions** including oxygen therapy, non-invasive ventilation, aerosol therapy, and bronchoscopy.
- **Provide acute, longitudinal, transition, and end-of-life care.** Paediatric respiratory physicians establish long-term therapeutic relationships with children and their families, utilising a multidisciplinary approach. They work to manage and ease patient discomfort both acutely and in the practice of end-of-life care, and support young people in their transitions to adult care.
- **Apply a multidisciplinary approach.** Paediatric respiratory physicians are required to work effectively as part of a multidisciplinary team, including sharing care within a clinical care network for individual children. They may be called upon to be the team leader and have a collaborative approach focused on building caring networks and relationships.
- **Work sensitively with a variety of patients.** Paediatric respiratory physicians work with children and their carers to address determinants of health that affect them (including social and cultural determinants of health) and their access to needed health services or resources, providing education and support in a professional, empathic, and non-judgemental manner.
- **Demonstrate strong communication skills.** Paediatric respiratory physicians must develop a personable interviewing technique and an ability to relate to children, young people, and their carers. It is also essential that they appreciate when referral to a more appropriate or more qualified practitioner in general paediatric and/or a particular subspecialty is necessary.
- **Manage resources for the benefit of patients and communities.** Paediatric respiratory physicians apply a biopsychosocial approach to ensure the delivery of efficient, cost-effective, and safe care for the benefit of their patients and communities (metro and regional).
- **Apply a scholarly approach.** Paediatric respiratory physicians conduct academic research to discover better ways of understanding, diagnosing, treating, and preventing disease in children and young people. They apply research to improve the treatment and management of children and young people.

Supervising committee

The program is supervised by the Advanced Training Committee in Respiratory Medicine and Sleep Medicine and the Aotearoa New Zealand Advanced Training Subcommittee in Respiratory Medicine and Sleep Medicine.

Qualification

Trainees who successfully meet the completion standards and criteria of this program will be awarded Fellowship of the Royal Australasian College of Physicians (FRACP).

Learning goals and progression criteria

Learning, teaching, and assessment 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: 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.



Advanced Training is a **hybrid time- and competency-based training program**. There is a minimum time requirement of full-time equivalent experience, and progression and completion decisions are based on evidence of trainees' competence.

Entry criteria

Entry attributes	<p>Prospective trainees can demonstrate:</p> <ul style="list-style-type: none">• a commitment and capability to pursue a career as a paediatric respiratory physician• the ability and willingness to achieve the common learning goals for Advanced Training:<ul style="list-style-type: none">• team leadership• supervision and teaching• the professional behaviours, as outlined in the Competencies
Entry criteria	<p>Prospective trainees must have:</p> <ul style="list-style-type: none">• completed RACP Basic Training, including the Written and Clinical Examinations• 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.• an Advanced Training position in an RACP-accredited training setting or network or an approved non-core training position.

Progression criteria

To progress to the next phase or to complete the program, trainees must 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 [learning goal progression criteria](#).

Training committees or delegated progress review panels will consider evidence supporting trainees' achievement of the progression criteria and make progress decisions.

If criteria have not been met, committees or panels may decide to place conditions on trainees' progression to the next phase of training or not to progress trainees until all criteria have been achieved.

Learning goals

The [curriculum standards](#) are summarised as **18** learning goals.

The learning goals articulate what trainees need to be, do, and know, and are assessed throughout training on a five-point scale. This scale determines the expected standard for each learning goal at the end of each training phase. Trainees must meet these standards to progress to the next phase or complete the program.

Learning and assessment tools are linked to the learning goals which allows trainees to demonstrate competence across each learning goal.

Levels	1	2	3	4	5
Be: Competencies (professional behaviours)	Needs to work on behaviour in more than 5 domains of professional practice	Needs to work on behaviour in 4 or 5 domains of professional practice	Needs to work on behaviour in 2 or 3 domains of professional practice	Needs to work on behaviour in 1 or 2 domains of professional practice	Consistently behaves in line with all 10 domains of professional practice
Do: Entrustable Professional Activities (EPAs)	Is able to be present and observe	Is able to act with direct supervision	Is able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	Is able to act with supervision at a distance (e.g. supervisor available to assist via phone)	Is able to provide supervision
Know: Knowledge guides	Has heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Knows the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Knows how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Frequently shows they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Consistently applies sound knowledge in this knowledge guide to specialty practice (<i>does</i>)

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	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. Professional behaviours	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice
	2. Team leadership: Lead a team of health professionals	Level 2 be able to act with direct supervision	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	Level 2 be able to act with direct supervision	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	4. Quality improvement: Identify and address failures in health care delivery	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 5 be able to provide supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	6. Management of transitions from paediatric to adult care: Manage the transition of patient care paediatric to adult medicine	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	7. Acute paediatric respiratory care: Assess and manage the care of acutely unwell paediatric respiratory patients	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	8. Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult: Manage and coordinate longitudinal care of patients with complex respiratory conditions, including end-of-life	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	9. Communication with patients and their parents / caregivers, and other health professionals: Discuss diagnoses and management plans with patients, carers, families, health professionals, and other community members engaging with the health service	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	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>
	10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
	11. Procedures: Plan, prepare for, perform, and provide aftercare for important practical procedures	Level 1 be able to be present and observe	Level 2 be able to act with direct supervision	Level 3 be able to act with indirect supervision	Level 5 be able to provide supervision
	12. Investigations: Select, organise, and interpret respiratory investigations	Level 2 be able to act with direct supervision	Level 2 be able to act with direct supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to provide supervision
Know	13. Scientific foundations of paediatric respiratory medicine	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	14. Acute respiratory care	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	15. Chronic respiratory care	Level 1 Have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	16. Airways, chest wall, and breathing	Level 1 Have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)
	17. Pulmonary and pleural disease	Level 1 Have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 4 frequently show they can apply knowledge in this knowledge guide to specialty practice (<i>shows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	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>
	18. Interstitial and diffuse lung disease, vasculitides, systemic diseases	Level 1 Have heard of some of the topics in this knowledge guide that underpin specialty practice (<i>heard of</i>)	Level 2 know the topics and concepts in this knowledge guide that underpin specialty practice (<i>knows</i>)	Level 3 know how to apply the knowledge in this knowledge guide to specialty practice (<i>knows how</i>)	Level 5 consistently apply sound knowledge in this knowledge guide to specialty practice (<i>does</i>)

Learning, teaching, and assessment requirements

Overview

Requirements over the course of training

What do trainees need to do?	When do trainees need to do it?
Entry	
1 entry application	At the start of the specialty foundation phase.
Learning	
Minimum 36 months full time equivalent (FTE) professional experience	Minimum 12 months FTE during each phase.
1 procedural logbook	Over the course of Advanced Training.
Attend 1 national or international scientific meeting	Before the end of Advanced Training.
RACP Advanced Training Orientation resource	Available in 2025.
RACP Supervisor Professional Development Program	Before the end of Advanced Training.
RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	Before the end of Advanced Training, if not completed during Basic Training. Recommended completion before the specialty consolidation phase.
RACP Health Policy, Systems and Advocacy resource	Before the end of Advanced Training. Recommended completion before the transition to fellowship phase.
Recommended resources	Recommended completion over the course of Advanced Training.
Teaching	
Nominate 1 research project supervisor	Recommended to be nominated before the specialty consolidation phase.
Assessment	
1 research project	Before the end of Advanced Training. Recommended submission before the transition to fellowship phase.

Requirements per phase

What do trainees need to do?	When do trainees need to do it?
Learning	
1 learning plan per rotation	At the start of the rotation.
Teaching	
Nominate 2 supervisors per rotation	At the start of each accredited or approved training rotation.
Assessment	
12 learning captures	Minimum 1 per month.
12 observation captures	Minimum 1 per month.
4 progress reports	Minimum 1 every 3 months.

Entry

Entry application

How to apply

Trainees are to submit an entry application for the program using the College's new Training Management Platform (TMP).

Further information on how to access the TMP will be available in 2025.

Applications will be assessed against the program [entry criteria](#).

Learning

Learning blueprint

This high-level learning program blueprint outlines which of the learning goals the learning requirements *could align* and *will align* with.

Learning goals	Learning requirements							
	Professional experience	Learning plan	RACP Advanced Training Orientation resource	RACP Supervisor Professional Development Program	RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	RACP Health Policy, Systems and Advocacy resource	1 national or international scientific meeting attendance	Procedural logbook
1. Professional behaviours	Could align	Will align	Will align	Will align	Will align	Will align	Could align	x
2. Team leadership	Could align	x	x	x	x	x	x	x
3. Supervision and teaching	Could align	x	x	Will align	x	x	x	x
4. Quality improvement	Could align	x	x	x	x	x	Could align	x
5. Clinical assessment and management	Could align	x	x	x	x	x	Could align	x
6. Management of transitions from paediatric to adult care	Could align	x	x	x	x	x	Could align	x
7. Acute paediatric respiratory care	Could align	x	x	x	Will align	x	Could align	x
8. Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult	Could align	x	x	x	x	x	Could align	x
9. Communication with patients and their parents / caregivers, and other health professionals	Could align	x	x	x	x	x	x	x

10. Prescribing	Could align	x	x	x	x	x	Could align	x
11. Procedures	Could align	x	x	x	x	x	Could align	Will align
12. Investigations	Could align	x	x	x	x	x	Could align	Will align
13. Scientific foundations of paediatric respiratory medicine	Could align	x	x	x	x	x	Could align	x
14. Acute respiratory care	Could align	x	x	x	Could align	x	Could align	x
15. Chronic respiratory care	Could align	x	x	x	Could align	x	Could align	x
16. Airways, chest wall, and breathing	Could align	x	x	x	x	x	Could align	x
17. Pulmonary and pleural disease	Could align	x	x	x	x	x	Could align	x
18. Interstitial and diffuse lung disease, vasculitides, systemic diseases	Could align	x	x	x	x	x	Could align	x

Professional experience

These requirements can be completed in any sequence over the course of training.

Professional experience

- Complete at least 36 months of relevant professional experience in approved rotations.

Location of training

- It is recommended that trainees complete training in at least 2 different accredited training settings, where feasible.
- Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.

Experiential training

Minimum 24 months in settings accredited towards paediatric respiratory medicine.

Maximum 12 months in an approved non-core training position. The following may be suitable non-core training for paediatric respiratory medicine:

- sleep medicine
- clinical respiratory or sleep physiology
- intensive care medicine
- overseas training in paediatric respiratory medicine or any of the above areas
- research or academic study via (MD, PhD or master's degree) that is specific or relevant to respiratory or sleep medicine
- other specialty areas will require trainees to demonstrate an appropriate case mix that is relevant to paediatric respiratory medicine and appropriate clinical rotations.

Learning plan

Requirement

1 x learning plan per rotation.

Description

The learning plan is a work-based learning tool that documents what trainees intend to learn during their rotation.

Purpose

The learning plan assists trainees in planning their learning for each rotation. It helps trainees to:

- explicitly document self-assessment of their learning gaps, goal setting, and strategies to address and achieve goals
- proactively take control of their learning and career trajectories
- enhance awareness of their own areas of strengths and gaps

- make the most of learning opportunities available in their training setting, including conversations with supervisors.

How to complete it

Learning plans will be completed using the College's new Training Management Platform. Further information on how to complete a learning plan will be available in 2025.

Procedural logbook

Requirement

1 x procedural logbook, completed over the course of Advanced Training.

Description

The logbook is a learning tool that helps trainees capture data about and reflect on specific workplace experiences. The logbook tool is currently under development. More information on the tool and how to complete it will be available in 2025.

National or international scientific meeting attendance

Requirement

Attend 1 x national or international scientific meeting, before the end of Advanced Training.

Description

National meetings include those provided by:

- RACP
- Thoracic Society of Australia and New Zealand (TSANZ)
- Australasian Sleep Association (ASA)
- Cystic Fibrosis Australia

International meetings include those provided by:

- European Respiratory Society
- American Thoracic Society
- Chest Conference
- Asian Pacific Society of Respiriology

Purpose

Attending a national and international meeting or conference is one of the ways for trainees to remain on the forefront of the latest respiratory research. Meeting attendance facilitates continuous learning and allows opportunities for networking.

Trainees are expected to present their research at the meeting which will further enhance their professional behaviour, learning and teaching, communication skills, and sharing of knowledge with their fellow scientific community.

How to complete it

Trainees will need to provide evidence of attendance via the College's new Training Management Platform. Instructions on how to submit this evidence will be available in 2025.

Courses

RACP Advanced Training Orientation resource

Requirement

1 x RACP Advanced Training Orientation resource.

Description

More information on this resource will be available in 2025.

RACP Supervisor Professional Development Program

Requirement

1 x RACP Supervisor Professional Development Program (SPDP), completed by the end of Advanced Training.

Description

The SPDP consists of 3 workshops:

- Educational Leadership and Management
- Learning Environment and Culture
- Teaching and Facilitating Learning for Safe Practice

See [Supervisor Professional Development Program](#) for more information on the program.

Purpose

This requirement aims to prepare trainees for a supervisory/educator role in the workplace and supports trainees' learning aligned with the "team leadership" and "supervision and teaching" learning goals.

How to complete it

[Register for a supervisor workshop.](#)

Trainees can complete the SPDP in three ways:

- Virtual workshops
- Face-to-face workshops
- Online courses.

Workshops are free and presented by volunteer Fellows trained in SPDP facilitation.

RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource

Requirement

1 x Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, if not completed during Basic Training.

Trainees must complete the resource by the end of their Advanced Training however it's recommended they complete it before the specialty consolidation phase.

Description

The Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource teaches best practice medicine for Aboriginal, Torres Strait Islander and Māori patients through reflection on the trainee's own cultural values and recognition of their influence on professional practice.

Estimated completion time: 2 hours.

Purpose

This resource supports trainees' learning aligned with the "professional behaviours" learning goal. Specialist training requires trainees to:

- examine their own implicit biases
- be mindful of power differentials
- develop reflective practice
- undertake transformative unlearning
- contribute to a decolonisation of health services for Indigenous peoples

How to complete it

Trainees can complete the [Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource](#) on RACP Online Learning.

Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

RACP Health Policy, Systems and Advocacy resource

Requirement

1 x RACP Health Policy, Systems and Advocacy resource, completed by the end of Advanced Training.

Description

This resource has been designed for Advanced Trainees, as an introduction to health policy, systems, and advocacy.

Estimated completion time: 5 hours.

Purpose

The resource aims to support Advanced Trainees in meeting the health policy, systems, and advocacy professional standard and underpinning competencies outlined in their specialty curriculum, and to enable connections between Advanced Trainees' own practice and the nature and attributes of local, national, and global health systems.

How to complete it

Trainees can complete the [RACP Health Policy, Systems and Advocacy resource](#) on RACP Online Learning.

Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

Recommended resources

- [RACP Communication Skills resource](#)
- [RACP Ethics resource](#)
- [RACP Introduction to Leadership, Management and Teamwork resource](#)
- [RACP Research Projects resource](#)
- [RACP eLearning resources](#)
- [RACP curated collections](#)

Teaching

Supervision

Rotation supervisors

Trainees are to have 2 x supervisors per rotation, including:

- Minimum 1 x supervisor, who is a Fellow of the RACP in Respiratory Medicine

Nominating eligible supervisors

Trainees will be asked to nominate rotation supervisors as part of their learning plan. Trainees are required to nominate [eligible supervisors](#) who meet the above requirements.

A list of eligible supervisors can be found on [MyRACP](#). The list is not available for post-Fellowship trainees. Post-Fellowship trainees can [contact us](#) to confirm supervisor eligibility.

Research project supervisor

Trainees are to nominate 1 x research project supervisor over the course of Advanced Training. Recommended to be nominated before the specialty consolidation phase.

The research project supervisor guides trainees with their project choice, method, data analysis and interpretation, and quality of written and oral presentation.

More information about this role can be found in the Advanced Training research project guidelines.

Assessment

Assessment blueprint

This high-level assessment program blueprint outlines which of the learning goals *could be* and *will be* assessed by the assessment tools.

Learning goals	Assessment tools			
	Learning capture	Observation capture	Progress report	Research project
1. Professional behaviours	Could assess	Could assess	Will assess	Will assess
2. Team leadership	Could assess	Could assess	Will assess	x
3. Supervision and teaching	Could assess	Could assess	Will assess	x
4. Quality improvement	Could assess	Could assess	Will assess	Could assess
5. Clinical assessment and management	Could assess	Could assess	Will assess	x
6. Management of transitions from paediatric to adult care	Could assess	Could assess	Will assess	x
7. Acute paediatric respiratory care	Could assess	Could assess	Will assess	x
8. Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult	Could assess	Could assess	Will assess	x
9. Communication with patients and their parents / caregivers, and other health professionals	Could assess	Could assess	Will assess	x

10. Prescribing	Could assess	Could assess	Will assess	x
11. Procedures	Could assess	Could assess	Will assess	x
12. Investigations	Could assess	Could assess	Will assess	x
13. Scientific foundations of paediatric respiratory medicine	Could assess	Could assess	Will assess	Could assess
14. Acute respiratory care	Could assess	Could assess	Will assess	Could assess
15. Chronic respiratory care	Could assess	Could assess	Will assess	Could assess
16. Airways, chest wall, and breathing	Could assess	Could assess	Will assess	Could assess
17. Pulmonary and pleural disease	Could assess	Could assess	Will assess	Could assess
18. Interstitial and diffuse lung disease, vasculitides, systemic diseases	Could assess	Could assess	Will assess	Could assess

Learning capture

Requirement

12 x learning captures per phase of training, minimum 1 per month.

Refer to [RACP Flexible Training Policy](#) for further information on part-time training (item 4.2).

Description

The learning capture is a work-based assessment tool that logs evidence of a trainee's learning experiences and includes their reflective commentary. This tool is trainee-led, with optional input from assessors.

Suitable learning experiences include:

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

Purpose

The learning capture helps trainees document and reflect on learning experiences that are relevant to their learning goals. Each learning capture will form one piece of data that will be considered as part of a trainee's overall program of assessment.

Reflection is important for learning and a career in medicine, improving understanding, showing outcomes of learning and promoting lifelong learning. Reflection is also valuable in improving clinical competence and performance and for ensuring continual professional development (Kaufman & Mann 2010*).

*Kaufman, D M & Mann, K V 2010. Teaching and learning in medical education: How theory can inform practice. In Swanwick, T (ed.), Understanding Medical Education: Evidence, Theory and Practice, ASME: Wiley-Blackwell, Oxford, p. 16-36.

How to complete it

Learning captures will be completed using the College's new Training Management Platform. Instructions on how to complete a learning capture will be available in 2025.

Observation capture

Requirement

12 x observation captures per phase of training, minimum 1 per month.

Refer to [RACP Flexible Training Policy](#) for further information on part-time training (item 4.2).

Description

The observation capture is a work-based assessment tool that documents a supervised observation of a trainee's performance undertaking a work-task. A range of assessors can observe a trainee completing a work task and provide them with feedback. It is useful to a trainee's development to seek feedback from a variety of colleagues.

Observation captures can be conducted by a variety of assessors, including those who are not directly involved with supervising the trainee. Assessors can include supervisors, allied health team members, patients, or other colleagues.

Purpose

The observation capture helps trainees document a supervised observation of their performance undertaking a work-task relevant to their learning goals. Each observation capture will form one piece of data that will be considered as part of a trainee's overall program of assessment.

Direct observation is a key assessment strategy in medical education. Conducting frequent observations provides information on performance specific to the context and moment in time when an activity was observed. This could include a clinical task such as taking a history from a patient or explaining a management plan to a family. Each observation capture is linked to the trainee's learning goals.

How to complete it

Observation captures will be completed using the College's new Training Management Platform. Instructions on how to complete an observation capture will be available in 2025.

Progress report

Requirement

4 x progress reports per phase of training, minimum 1 every 3 months.

Refer to [RACP Flexible Training Policy](#) for further information on part-time training (item 4.2).

Description

The progress report documents and assesses trainees' progress towards their learning goals during a period of training.

At the end of the period of training, trainees will complete a self-assessment to rate their level of competence against each of their learning goals. Supervisors will review trainees' evidence of learning and results from work-based assessments, rate and provide feedback on trainees' progress against all their learning goals. At the end of each phase the supervisor will make a recommendation regarding trainees' readiness to progress to the next phase of training.

Purpose

The progress report provides trainees and supervisors the opportunity to assess and reflect on trainees' progress towards their learning goals.

How to complete it

Progress reports will be completed using the College's new Training Management Platform. Instructions on how to complete a progress report will be available in 2025.

Research project

Requirement

1 x research project over the course of Advanced Training.

Description

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 one of their rotation supervisors.

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.

Purpose

The research project enabled 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.

How to complete it

Detailed information on how to complete the research project can be found in the Advanced Training research project guidelines.

Email research project submissions to Research.Project@racp.edu.au by one of the following deadlines:

Australia: 31 March, 15 June, or 15 September.

Aotearoa New Zealand: 31 March, 15 June, or 15 December.

Roles and responsibilities

Advanced Trainee

Role
A member who is registered with the RACP to undertake one or more Advanced Training programs.
Responsibilities
<ul style="list-style-type: none">• Maintain employment in accredited training settings.• Act as a self-directed learner:<ul style="list-style-type: none">○ be aware of the educational requirements outlined in the relevant curricula and education policies○ actively seek and reflect on feedback from assessors, supervisors, and other colleagues○ plan, reflect on, and manage their learning and progression against the curricula standards○ adhere to the deadlines for requirements of the training program.• Actively participate in training setting / network accreditation undertaken by the RACP.• Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Rotation supervisor

Role
A consultant who provides direct oversight of an Advanced Trainee during a training rotation.
Responsibilities
<ul style="list-style-type: none">• Be aware of the educational requirements outlined in the relevant curricula and education policies.• Oversee and support the progression of Advanced Trainees within the setting:<ul style="list-style-type: none">○ Assist trainees to plan their learning during the rotation.○ Support colleagues to complete observation captures with trainees.○ Provide feedback to trainees through progress reports.• Actively participate in rotation accreditation undertaken by the RACP.• Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Assessor

Role
A person who provides feedback to trainees via the Observation Capture or Learning Capture tool. This may include consultants and other medical professionals, allied health

professionals, nursing staff, patients and their families, administrative staff, and consumer representatives.

Responsibilities

- Be aware of the learning goals of the training program.
- Provide feedback to support the progression of Advanced Trainees within the setting:
 - Complete Observation Captures.
 - Provide feedback on Learning Captures as required.

Progress Review Panel

Role

A group convened to make evidence-based decisions on Advanced Trainees' progression through and certification of training.

More information on Progress Review Panels will be available in 2025.

Responsibilities

- Review and assess trainees' progress.
- Communicate and report on progression decisions.
- Monitor delivery of the Advanced Training program.
- Ensure compliance to regulatory, policy and ethical matters.

RACP oversight committees

Role

RACP-administered committees with oversight of the Advanced Training Program in Australia and New Zealand. This includes the relevant training committee and/or Aotearoa New Zealand training subcommittee.

Responsibilities

- Oversee implementation of the Advanced Training program in Australia and Aotearoa New Zealand:
 - Manage and review program requirements, accreditation requirements, and supervision requirements.
 - Monitor implementation of training program requirements.
 - Implement RACP education policy.
 - Oversee trainees' progression through the training program.
 - Monitor the accreditation of training settings.
 - Case manage trainees on the Training Support pathway.
 - Review progression and certification decisions on application in accordance with the RACP Reconsideration, Review, and Appeals By-Law.
- Work collaboratively with Progress Review Panels to ensure the delivery of quality training.
- Provide feedback, guidance, recommendations, and reasoning for decision making to trainees and supervisors.

- Declare conflicts of interest and excuse themselves from decision making discussions when conflicts arise.
- Report to the overseeing RACP committee as required.

Resources

For trainees

- [Education policies](#)
- [Trainee support](#)
- [Trainee responsibilities](#)
- [Accredited settings](#)
- [Training fees](#)

For supervisors

- [Supervisor Professional Development Program](#)
- [RACP Research Supervision resource](#)
- [RACP Training Support resource](#)
- [RACP Creating a Safe Workplace resource](#)

Appendix 1 – Dual training in Respiratory Medicine and Sleep Medicine

This appendix outlines the minimum professional experience requirements for dual trainees in Respiratory Medicine and Sleep Medicine, and which learning goals would be accepted between the two programs.

Learning goals – Entrustable Professional Activities (EPAs)	
Respiratory Medicine	Sleep Medicine
Team leadership	Team leadership
Supervision and teaching	Supervision and teaching
Quality improvement	Quality improvement
Clinical assessment and management	Clinical assessment and management
Management of transitions from paediatric to adult care	Management of transitions in care
Acute paediatric respiratory care	n/a
Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult	Longitudinal care
Communication with patients and their parents / caregivers, and other health professionals	Communication with patients
Prescribing	Prescribing
Procedures	Clinical management and procedures
Investigations	Investigations

Learning goals – Knowledge guides (KG)	
Respiratory Medicine	Sleep Medicine
Scientific foundations of paediatric respiratory medicine	Scientific foundations of sleep medicine (including investigations and measurements)
Acute respiratory care	Sleep-related breathing disorders
Chronic respiratory care	Central disorders of hypersomnolence
Airways, chest wall, and breathing	Sleep-related movement disorders
Pulmonary and pleural disease	Parasomnia
Interstitial and diffuse lung disease, vasculitides, systemic diseases	Insomnia
	Circadian disorders of the sleep-wake cycle

LTA Programs
Professional Experience <ul style="list-style-type: none"> Complete at least 36 months of relevant professional experience in approved rotations: <ul style="list-style-type: none"> Minimum 24 months in settings accredited towards respiratory medicine Minimum 12 months in settings accredited towards sleep medicine
Learning activities <ul style="list-style-type: none"> Attend one respiratory medicine national/ international meeting and one sleep medicine national/ international meeting over the course of advanced training.
Location of training <ul style="list-style-type: none"> Recommended to complete training in at least 2 different accredited training settings.

Key
Common learning goal - EPAs
Partial alignment of learning goals - EPAs
Partial alignment learning goals - KG
No alignment of learning goals