

# NEW CURRICULA

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## Learning, teaching, and assessment programs

### Advanced Training in Clinical Pharmacology



**RACP**  
Specialists. Together

#### About this document

The new Advanced Training in Clinical Pharmacology curriculum consists of curriculum standards and learning, teaching, and assessment (LTA) programs.

This document outlines the Advanced Training in Clinical Pharmacology LTA programs for trainees and supervisors. It should be used in conjunction with the Advanced Training in Clinical Pharmacology [curriculum standards](#).

The new curriculum was approved by the College Education Committee in February 2025. Please refer to the [College website](#) for details on its implementation.

# Contents

<b>Program overview .....</b>	<b>4</b>
<b>About the program.....</b>	<b>5</b>
Purpose of Advanced Training.....	5
Overview of specialty .....	5
Supervising committee.....	6
Qualification .....	6
<b>Learning goals and progression criteria .....</b>	<b>7</b>
Learning, teaching, and assessment structure .....	7
Entry criteria .....	8
Progression criteria.....	8
Learning goals .....	9
Developmental & psychosocial training (Paediatrics & Child Health Division) .....	12
<b>Learning, teaching, and assessment requirements .....</b>	<b>14</b>
Overview.....	14
Entry .....	15
Training application .....	15
Learning.....	16
Learning blueprints .....	16
Professional experience .....	18
Rotation plan .....	18
Attendance at ASCEPT Clinical Weekend .....	19
Courses.....	19
Recommended resources.....	22
Teaching.....	23
Supervision.....	23
Assessment .....	24
Assessment blueprint .....	24
Learning capture.....	25
Observation capture .....	25
Progress report.....	26
Research project .....	26

<b>Roles and responsibilities.....</b>	<b>28</b>
Advanced Trainee.....	28
Rotation supervisor.....	28
Assessor.....	29
Progress Review Panel.....	29
RACP oversight committees .....	29
<b>Resources .....</b>	<b>31</b>
For trainees .....	31
For supervisors.....	31

# Program overview

## CURRICULUM STANDARDS

The [curriculum standards](#) are summarised as 14 learning goals. The learning goals articulate what trainees need to be, do and know, and are assessed throughout training.

<b>BE</b>	1. Professional behaviours
<b>DO</b>	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment and management 6. Management of transitions in care 7. Longitudinal care 8. Communication with patients 9. Prescribing 10. Investigations 11. Clinic management
<b>KNOW</b>	12. Foundations of clinical pharmacology 13. Clinical pharmacology by system 14. Prescribing

## 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 [training application](#)

### Learning

Minimum 36 months FTE [professional experience](#)  
[Developmental and psychosocial training](#) (Paediatrics and child health only)

- 1 [rotation plan](#) per rotation

[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 [meeting attendance at ASCEPT clinical weekend](#)

[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](#)

# 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

Clinical pharmacology is a diverse and exciting field at the cutting edge of prescribing, research, drug development, and therapeutic advancement. A career in clinical pharmacology presents a range of non-clinical and clinical opportunities, including dual specialisation.

Clinical pharmacologists play a leading role in improving patient outcomes by optimising medicine use. Clinical pharmacologists have extensive skills in:

- **managing patients with complex prescribing needs**, including polypharmacy, adherence, and multimorbidity. They prevent and manage adverse drug reactions, and identify and reduce medication errors.
- **advancing and refining the use of medicines and other therapeutics**, including designing and leading safe and effective clinical trials. They work to discover new medicines, choose the best dosing regime, and explore new uses for existing medicines.
- **medicines policy and management**, playing a leading role in drug regulation and the development and implementation of prescribing guidelines and medicines optimisation policy. They provide leadership on the safe and optimal use of medicines within the health service at local, regional, and national levels, while also addressing issues related to drug safety and clinical toxicology.
- **clinical expertise relevant to all specialties**, aiming to improve prescribing practices and ensure prescribing decisions are evidence-based. They practice in a wide range of settings, including clinical practice, academia, research, industry, and drug regulation, considering factors like drug safety and toxicology.
- **education and training** across the whole workforce in relation to all aspects of the safe, effective, and economic use of medicines. They provide academic leadership in teaching and research in universities, hospitals, government departments, and industry. Clinical pharmacologists promote the undertaking of drug utilisation evaluations in hospitals and

community practice and provide important input into therapeutic drug monitoring use and interpretation.

- **application of a scholarly approach**, conducting and applying research and evidence in their daily practice to advance medicines and therapeutics and contribute to a growing global knowledge base. There are often opportunities within non-clinical practice to travel and collaborate with colleagues internationally.
- **working as an integral part of multidisciplinary teams**. Clinical pharmacologists have a collaborative approach which is focused on building relationships and improving quality control around the use of medicines.

## Supervising committee

The program is supervised by the Advanced Training Committee in Clinical Pharmacology.

## 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

<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 clinical pharmacologist.</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>	<p>Prospective trainees must have:</p> <ul style="list-style-type: none"><li>• completed RACP Basic Training, including the Written and Clinical Examinations</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><li>• an Advanced Training position in an RACP-accredited training setting or network or an approved non-core training position.</li></ul>

## 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 **14** 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
<b>Be:</b> <b>Competencies</b> (professional behaviours)	Needs to work on behaviour in <b>more than 5 domains</b> of professional practice	Needs to work on behaviour in <b>4 or 5 domains</b> of professional practice	Needs to work on behaviour in <b>2 or 3 domains</b> of professional practice	Needs to work on behaviour in <b>1 or 2 domains</b> of professional practice	Consistently behaves in line with <b>all 10 domains</b> of professional practice
<b>Do:</b> <b>Entrustable Professional Activities</b> (EPAs)	Is able to <b>be present and observe</b>	Is able to <b>act with direct supervision</b>	Is able to <b>act with indirect supervision</b> (e.g. supervisor is physically located within the training setting)	Is able to <b>act with supervision at a distance</b> (e.g. supervisor available to assist via phone)	Is able to <b>provide supervision</b>
<b>Know:</b> <b>Knowledge guides</b>	Has <b>heard of</b> some of the topics in this knowledge guide that underpin specialty practice ( <i>heard of</i> )	<b>Knows</b> the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Knows how</b> to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Frequently shows</b> they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Consistently applies</b> 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	<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>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
	2. Team leadership: Lead a team of health professionals	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
Do	3. Supervision and teaching: Supervise and teach professional colleagues	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	4. Quality improvement: Identify and address failures in health care delivery	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	<b>Level 3</b> be able to act with indirect supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	6. Management of transitions in care: Manage the transition of patient care between health care professionals, providers, and contexts	<b>Level 3</b> be able to act with indirect supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	7. Longitudinal care: Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	8. Communication with patients: Discuss diagnoses and management plans with patients	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	9. Prescribing: Prescribe therapies tailored to patients' needs and conditions	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision	<b>Level 5</b> be able to provide supervision
	10. Investigations: Select, organise, and interpret investigations	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> be able to provide supervision
	11. Clinic management: Manage an outpatient clinic	<b>Level 2</b> be able to act with direct supervision	<b>Level 3</b> be able to act with indirect supervision	<b>Level 4</b> be able to act with supervision at a distance	<b>Level 5</b> 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>
Know	12. Foundations of clinical pharmacology	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	13. Clinical pharmacology by system	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin specialty practice ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )
	14. Prescribing	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to specialty practice ( <i>knows how</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to specialty practice ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to specialty practice ( <i>does</i> )

## Developmental & psychosocial training (Paediatrics & Child Health Division)

Developmental and Psychosocial (D&P) Training assists trainees to develop a sophisticated understanding of child development, encompassing physical, cognitive, emotional, behavioural and social areas, which should be gained from the perspective of the child within the family and in the context of the community.

A mandatory period of D&P Training for all paediatricians was introduced to ensure that the changing nature of paediatric practice is reflected in the training programs.

### Review of D&P

The College is working to redefine how D&P training will be embedded in the new training programs. This will include defining learning goals, and new options for trainees to achieve these learning goals, which will be embedded into the Basic and Advanced Training programs.

Alternative options for completing D&P training and a timeline for implementation will be communicated during 2025. New D&P requirements will be developed, and any updates will be included in the relevant curricula standards and learning, teaching and assessment programs. Trainees and supervisors will be informed of updates with sufficient notice of any changes to ensure no disadvantage.

Until alternatives are available, **it is important that trainees plan to complete the requirement for D&P training through one of the time-based options currently available, to ensure eligibility for admission to Fellowship on completion of the requirements of Advanced Training.** Trainees must satisfactorily complete this requirement to be eligible for admission to Fellowship under the Paediatrics & Child Health Division.

### Aotearoa New Zealand

The D&P training requirement can be met by completing a 3-month full-time equivalent rotation in relevant specialties. These areas reflect a holistic approach to the health problems of children and young people. An understanding of the roles and inter-relationships of many allied health and community-based services, in a way that distinguishes them from experience in organ-based specialties, is required.

### Australia

Developmental & psychosocial (D&P) training is currently a time-based requirement consisting of a minimum of six months full-time equivalent (FTE) in one or more of the following areas:

- Developmental/behavioural paediatrics
- Community paediatrics
- Disability/rehabilitation paediatrics
- Child and adolescent psychiatry
- Child protection
- Palliative medicine

These areas reflect a holistic approach to the health problems of children and young people. An understanding of the roles and inter-relationships of many allied health and community-based services, in a way that distinguishes them from experience in organ-based specialties, is required.

## Approved training options

- **Option A: A prospectively-approved psychosocial training position (6 months full-time equivalent).** This can be completed as:
  - 2 x 3-month terms, or
  - 1 x 6-month block, or
  - a continuous part-time position, such as 2.5 days a week for 12 months (A conglomerate of experience for shorter time periods adding up to 6 months will not be accepted.)
- **Option B: A prospectively approved rural position (6 months full-time equivalent).** Complete the 6 months of training comprised of a documented weekly program in the psychosocial training areas with an appropriate level of supervision.
- **Option C: Attendance at a prospectively-approved clinic AND completion of an approved learning module.** The D&P training requirement can be completed in one of these formats:
  - 2 x sessions a week for 18 months, or
  - 1 x session a week for 3 years

An approved clinic is determined to be a clinic where other health and/or educational professionals are involved, and supervision is directed by a paediatrician who is experienced in one or multiple areas of D&P Training, such as behaviour, development, rehabilitation and child protection.

The approved learning module may be **one** of the following:

- Evidence of attendance at a lecture series at a recognised institution, related to the D&P Training areas; or
- 3 x referenced case reports/essays demonstrating comprehensive understanding of 3 different issues in the areas of psychosocial training – for example rehabilitation or community paediatrics (1500 to 2000 words each); or
- Completion of the Griffith Mental Developmental Scales course.

Other prospectively approved modules may be considered.

## Apply

Contact [ClinicalPharmacology@racp.edu.au](mailto:ClinicalPharmacology@racp.edu.au) to apply for approval of D&P Training.

## Resources

[Developmental and Psychosocial Training Supervisor's Report form](#) (DOC)

# 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?
<b>Entry</b>	
1 <a href="#">training application</a>	At the start of the specialty foundation phase.
<b>Learning</b>	
Minimum 36 months full time equivalent (FTE) <a href="#">professional experience</a>	Minimum 12 months FTE during each phase.
<a href="#">Developmental and psychosocial training</a> (Paediatrics and child health only)	Before the end of Advanced Training, if not completed during Basic Training.
<a href="#">RACP Advanced Training Orientation resource</a>	During the first 6 months of the specialty foundation phase.
<a href="#">RACP Supervisor Professional Development Program</a>	Before the end of Advanced Training.
<a href="#">RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource</a>	Before the end of Advanced Training, if not completed during Basic Training. Recommended completion before the specialty consolidation phase.
<a href="#">RACP Health Policy, Systems and Advocacy resource</a>	Before the end of Advanced Training. Recommended completion before the transition to fellowship phase.
<a href="#">Meeting attendance to the Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists (ASCEPT) clinical weekend</a>	Before the end of Advanced Training.
<a href="#">Recommended resources</a>	Recommended completion over the course of Advanced Training.
<b>Teaching</b>	
Nominate 1 <a href="#">research project supervisor</a>	Recommended to be nominated before the specialty consolidation phase.
<b>Assessment</b>	
1 <a href="#">research project</a>	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?
<b>Learning</b>	
1 <a href="#">rotation plan</a> per rotation	At the start of (or prior to starting) the rotation.
<b>Teaching</b>	
Nominate 2 <a href="#">supervisors</a> per rotation	At the start of each accredited or approved training rotation.
<b>Assessment</b>	
12 <a href="#">learning captures</a>	Minimum 1 per month.
12 <a href="#">observation captures</a>	Minimum 1 per month.
4 <a href="#">progress reports</a>	Minimum 1 every 3 months.

## Entry

### Training application

<b>Requirement</b>
1 x training application, at the start of the specialty foundation phase.
<b>Purpose</b>
<p>The training application supports trainees to:</p> <ul style="list-style-type: none"><li>• confirm that they meet the program <a href="#">entry criteria</a></li><li>• provide essential details for program enrolment, ensuring compliance with RACP standards</li><li>• establishes a formal foundation for their training pathway, enabling access to program resources and support</li></ul> <p>The application form will be reviewed by the RACP staff. Trainees will be able to track the status of your application through the College's new Training Management Platform (TMP).</p> <p>Trainees can submit rotation plans and complete assessments while waiting for their application to be approved.</p>
<b>How to apply</b>
Trainees are to submit a training application for the program using <a href="#">TMP</a> .

## Learning

### Learning blueprints

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

	Professional Experience			Learning requirements
Learning goals	Core clinical pharmacology training positions	Research in training	Non-core training	Rotation plan
1. Professional behaviours	Will align	Could align	Could align	Will align
2. Team leadership	Will align	Could align	Could align	x
3. Supervision and teaching	Will align	Could align	Could align	x
4. Quality improvement	Will align	Could align	Could align	x
5. Clinical assessment and management	Will align	Could align	Could align	x
6. Management of transitions in care	Will align	Could align	Could align	x
7. Longitudinal care	Will align	Could align	Could align	x
8. Communication with patients	Will align	Could align	Could align	x
9. Prescribing	Will align	Could align	Could align	x
10. Investigations	Will align	Could align	Could align	x
11. Clinic management	Will align	Could align	Could align	x
12. Foundations of clinical pharmacology	Will align	Could align	Could align	x
13. Clinical pharmacology by system	Will align	Could align	Could align	x
14. Prescribing	Will align	Could align	Could align	x



Learning goals	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	ASCEPT clinical weekend	ASCEPT annual conference (recommended)	TAPNA annual scientific meeting (recommended)
1. Professional behaviours	Will align	Will align	Will align	Will align	Could align	Could align	Could align
2. Team leadership	x	x	x	x	Could align	Could align	Could align
3. Supervision and teaching	x	Will align	x	x	Could align	Could align	Could align
4. Quality improvement	x	x	x	x	Could align	Could align	Could align
5. Clinical assessment and management	x	x	x	x	Could align	Could align	Could align
6. Management of transitions in care	x	x	x	x	Could align	Could align	Could align
7. Longitudinal care	x	x	x	x	Could align	Could align	Could align
8. Communication with patients	x	x	x	x	Could align	Could align	Could align
9. Prescribing	x	x	x	x	Could align	Could align	Could align
10. Investigations	x	x	x	x	Could align	Could align	Could align
11. Clinic management	x	x	x	Will align	Could align	Could align	Could align
12. Foundations of clinical pharmacology	x	x	x	x	Could align	Could align	Could align
13. Clinical pharmacology by system	x	x	x	x	Could align	Could align	Could align
14. Prescribing	x	x	x	x	Could align	Could align	Could align

## Professional experience

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

<b>Professional experience</b>
<ul style="list-style-type: none"><li>Complete at least 36 months of relevant professional experience in approved rotations.</li></ul>
<b>Location of training</b>
<ul style="list-style-type: none"><li>Recommended to complete training in at least 2 different training settings.</li><li>Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.</li></ul>
<b>Experiential training</b>
<ul style="list-style-type: none"><li>24 months minimum in accredited core clinical pharmacology training positions:<ul style="list-style-type: none"><li>can include 12 months maximum in research (at the discretion of the ATC)</li></ul></li><li>12 months maximum in approved non-core training position. The following may be suitable non-core training for clinical pharmacology:<ul style="list-style-type: none"><li>clinical training in all Advanced Training specialties or additional time in clinical pharmacology training</li><li>research as part of study towards a Doctorate or Master's degree relevant to clinical pharmacology</li></ul></li></ul>

## Rotation plan

<b>Requirement</b>
1 x rotation plan per rotation.
<b>Description</b>
The rotation plan is a work-based tool to document details of a training rotation and how a trainee intends to cover their program learning goals over the rotation period.
<b>Purpose</b>
The rotation plan helps trainees evaluate their learning gaps, curriculum needs, and local opportunities to meet expected standards. It is validated by College staff to ensure it aligns with the professional experience requirements for the program.
<b>How to complete it</b>
<p>Trainees can submit a rotation plan in <a href="#">TMP</a> under the training plan tab.</p> <p>Trainees undertaking their first rotation of their training program must select the following checkbox, 'The rotation start date is also the start date of my Training Program' to record the start date for their training program.</p> <p>If a trainee is expecting a learning goal to be covered during a rotation, select 'yes' for 'coverage offered' and outline the learning opportunities available.</p> <p>This information will be used by supervisors and overseeing RACP training committee to determine the relevance of the rotation to the program's professional experience requirements.</p>

Trainees should upload a copy of the position description and any other supporting information that outlines the training position being undertaken. This should include regular/weekly activities that the trainee will be undertaking during the rotation (e.g. timetable).

Trainees can also set custom goals to define personal objectives that they want to achieve during the rotation. These goals should be measurable and align with the trainee's professional objectives, skill gaps, or personal interests.

Trainees need to nominate their rotation supervisors in the plan, and they will need to approve the plan in TMP via 'my assigned actions'.

For more information on how to complete a rotation plan review the [training resources](#).

## Attendance at ASCEPT Clinical Weekend

### Requirement

Attendance at the Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists (ASCEPT) clinical weekend, once over the course of training.

### Description

The clinical weekend is an event in the field of clinical pharmacology and toxicology. Held annually, the clinical weekend provides a platform for healthcare professionals, researchers, and educators to come together to discuss emerging issues, share research, and explore best practices in clinical pharmacology and toxicology.

### Purpose

The presentations are from clinical pharmacologists and other content specialists and cover recent advances in the field and also those difficult concepts that are best covered by presentations and discussions.

All these meetings provide an opportunity for learning and presenting trainee's project work.

### How to complete it

Evidence of attendance at the [Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists \(ASCEPT\) clinical weekend](#) must be submitted to [ClinicalPharmacology@racp.edu.au](mailto:ClinicalPharmacology@racp.edu.au)

## Courses

### RACP Advanced Training Orientation resource

### Requirement

1 x RACP Advanced Training Orientation resource, completed during the first 6 months of the specialty foundation phase.

### Description

This resource is designed to orient trainees to Advanced Training. It covers areas such as transition to Advanced Training, training and assessment, and trainee support. It's a 'one-stop shop' that trainees can return to if they ever want to find a useful resource, or need a refresher on the supporting resources, policies, and systems available to them.

Estimated completion time: 1-1.5 hours.

### Purpose

The resource is intended to support trainees to successfully navigate their transition to Advanced Training and prepare for unsupervised practice as a specialist physician.

### How to complete it

Trainees can complete the [Advanced Training Orientation 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 [TMP](#).

## 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 [TMP](#).

## 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 [TMP](#).

## Recommended resources

- [Australasian Society of Clinical and Experimental Pharmacologists and Toxicologists \(ASCEPT\) annual conference](#)
- [Toxicology and Poisons Network Australasia \(TAPNA\) annual scientific meeting](#)
- [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:

#### Core training:

- Minimum of 1 supervisor per rotation who is a Fellow of the RACP in Clinical Pharmacology

#### Non-core training:

- Minimum of 1 supervisor per rotation who is a Fellow of the RACP

#### 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	Learning capture	Observation capture	Progress report	Research project	Clinical Pharmacology research project
<b>1 Professional behaviours</b>	Could assess	Could assess	Will assess	Will assess	Will assess
<b>2 Team leadership</b>	Could assess	Could assess	Will assess	x	x
<b>3 Supervision and teaching</b>	Could assess	Could assess	Will assess	x	x
<b>4 Quality improvement</b>	Could assess	Could assess	Will assess	Could assess	Could assess
<b>5 Clinical assessment and management</b>	Could assess	Could assess	Will assess	x	x
<b>6 Management of transitions in care</b>	Could assess	Could assess	Will assess	x	x
<b>7 Longitudinal care</b>	Could assess	Could assess	Will assess	x	x
<b>8 Communication with patients</b>	Could assess	Could assess	Will assess	x	x
<b>9 Prescribing</b>	Could assess	Could assess	Will assess	x	x
<b>10 Investigations</b>	Could assess	Could assess	Will assess	x	x
<b>11 Clinic management</b>	Could assess	Could assess	Will assess	x	x
<b>12 Foundations of clinical pharmacology</b>	Could assess	Could assess	Will assess	Could assess	Could assess
<b>13 Clinical pharmacology by system</b>	Could assess	Could assess	Will assess	Could assess	Could assess
<b>14 Prescribing</b>	Could assess	Could assess	Will assess	Could 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 that involves a trainee capturing, and reflecting on, professional development activities, including evidence of work-based learning linked to specific learning goals.

### Purpose

The learning capture assists trainees to reflect on experiences, promotes critical thinking, and connects these to a trainee's learning goals and professional development. It is also a valuable mechanism for trainees to enhance their understanding of complex topics and less common experiences that may be difficult to encounter in traditional training.

### How to complete it

The learning capture is completed via [TMP](#) under the assessment requirements tab.

For more information on how to complete a learning capture review the [training resources](#).

## 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

An observation capture is a work-based assessment which provides a structured process for trainees to demonstrate their knowledge and skills in real-time workplace situations, while assessors observe and evaluate performance.

### Purpose

The purpose of the observation capture is to assess skill development, track progress, and provide targeted feedback for improvement for trainees against specific learning goals.

### How to complete it

Observation captures are completed via [TMP](#) under the assessment requirements tab.

For more information on how to complete an observation capture review the [training resources](#).

## Progress report

Requirement
4 x progress reports per phase of training, minimum 1 every 3 months. <i>Refer to <a href="#">RACP Flexible Training Policy</a> for further information on part-time training (item 4.2).</i>
Description
A progress report is an assessment that documents trainees' and supervisors' assessment of trainee progress against the training program learning goals over a period of training.
Purpose
Progress reports assess knowledge and skill development, track progress against the phase criteria, and provide targeted feedback for improvement.
How to complete it
Progress reports will be completed using TMP. 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
<p>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.</p> <p>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.</p> <p>Three types of research projects are accepted:</p> <ul style="list-style-type: none"><li>• Research in human subjects, populations and communities or laboratory research</li><li>• Audit</li><li>• Systematic review</li></ul> <p>The trainee must have a research project supervisor who may or may not be one of their rotation supervisors.</p> <p>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.</p>
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](mailto:Research.Project@racp.edu.au) by one of the following deadlines:

Due 31 March, 15 June or 15 September.

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

## Rotation supervisor

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

## 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

See [RACP Online Learning](#) for new curricula training and support 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](#)