



**RACP**  
Specialists. Together  
EDUCATE ADVOCATE INNOVATE

*Physician Readiness for Expert Practice*

# Advanced Training in Clinical Immunology and Allergy 2019–20 Program Requirements Handbook

*Adult Medicine Division*

*Paediatrics & Child Health Division*



## About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Clinical Immunology and Allergy Program.

Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

### 2019–20 Program requirement updates

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice. It is the trainee’s responsibility to ensure that they are following the correct handbook.

Changes to program requirements for 2019–20	Rationale for changes
<a href="#">Non-core Training</a> Clarification of clinical requirements	To clarify non-core training requirements.
<a href="#">Supervision</a> 2 supervisors required per rotation. All supervisors through core and non-core are required to have FRACP.	To provide trainees with greater access and exposure to supervisors with relevant experience.
<a href="#">Case-based Discussion (CbD)</a> Clarifying number and timing of CbDs required	To provide clarity.
<a href="#">Direct Observation of Procedural Skills (DOPS)</a> Clarifying number and timing of DOPS required	To provide clarity.
<a href="#">Learning Needs Analysis (LNA)</a> Clarifying number and timing of LNAs required	To provide clarity.
<a href="#">Logbook</a> New requirement documenting procedures per core clinical rotation	To ensure adequate breadth and practice in procedural skills, as a reflective tool to identify gaps in experience and knowledge.
<a href="#">Research Requirements</a> Additional requirement for trainees commencing in 2019 onwards	To ensure trainees build and demonstrate capability not only in general research techniques, but also in research that is undertaken under the supervision of immunologists within the scope of the specialty.
<a href="#">Supervisor’s Report</a> Final Supervisor’s Report renamed ‘Supervisor’s Report; additional Supervisor’s Report replaces Mid-Year Progress Report for 12-month positions.	To align with College-wide practices.
Trainee’s Report No longer required.	To align Australia and New Zealand.

## Table of contents

<b>About the 2019–20 handbook</b> .....	<b>2</b>
2019–20 Program requirement updates.....	2
<b>Program overview</b> .....	<b>5</b>
<b>Quick links</b> .....	<b>5</b>
<b>Learning and assessment tool forms</b> .....	<b>5</b>
<b>Apply for Advanced Training</b> .....	<b>6</b>
Eligibility .....	6
Advanced Training positions .....	6
Approval and certification of training .....	6
How to apply.....	6
<b>College training program resources</b> .....	<b>7</b>
Curricula .....	7
Advanced Training Portal.....	7
Education policies.....	7
Variations in training and flexible training options.....	7
Trainee responsibilities .....	7
Supervisor roles and responsibilities.....	7
Accreditation of settings.....	7
eLearning@RACP .....	8
Admission to Fellowship .....	8
<b>Program requirements</b> .....	<b>9</b>
Program requirements overview .....	9
Time-based requirements - Training time and rotations .....	10
Supervision requirements .....	10
<b>Work-based learning and assessment tools</b> .....	<b>11</b>
Case-based Discussion (CbD).....	11
Direct Observation of Procedural Skills (DOPS).....	11
Learning Needs Analysis (LNA) .....	11
Logbook.....	12
Supervisor’s Reports .....	12
Other requirements.....	13
<b>Research requirements</b> .....	<b>14</b>
Research Project (for trainees who commenced training before 2017) .....	14
Research Project (for trainees commencing training after 2017 and before 2019) .....	15
Research Projects (for trainees commencing training in 2019 onwards) .....	15
<b>Important dates</b> .....	<b>17</b>

<b>More information.....</b>	<b>18</b>
RACP policies.....	18
RACP initiatives.....	18
Useful contacts.....	18



## Clinical Immunology and Allergy

Clinical Immunology and Allergy physicians care for patients with a diverse range of disorders of the immune system. These fall into three major categories: Allergic disorders, Immune deficiency disorders and Autoimmune diseases.

### Program overview

Advanced Training provides a 'depth' of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

<b>Program</b>	Advanced Training in Clinical Immunology and Allergy
<b>Overseeing committee(s)</b>	Committee for Joint College Training in Immunology & Allergy (JCT)
<b>Entry requirements</b>	<ul style="list-style-type: none"><li>• Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations</li><li>• Current medical registration</li><li>• Appointment to an appropriate Advanced Training position</li></ul>
<b>Minimum duration</b>	3 years (full-time equivalent (FTE))
<b>Curricula</b>	<ul style="list-style-type: none"><li>• <a href="#">Download the Clinical Immunology and Allergy Advanced Training Curriculum (PDF 1MB)</a></li><li>• <a href="#">Download the Professional Qualities Curriculum (PDF 1MB)</a></li></ul>
<b>Qualification</b>	Fellowship of the Royal Australasian College of Physicians (FRACP)

### Quick links

- [Apply or re-register](#)
- [Program requirements overview](#)
- [Important dates](#)
- [Advanced Training Portal](#)
- [Accredited training sites](#)
- [Part-time training](#)
- [Membership fees \(including training fees\)](#)
- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(DOC 153KB\)](#)
- [Download the Advanced Training interruption of training form \(DOC 1.1MB\)](#)

### Learning and assessment tool forms

#### Supervisor's Reports

- [Download the Immunology and Allergy Supervisor's Report \(DOC 487KB\)](#)

#### Project report submission

- [Download the Immunology and Allergy Project Report cover sheets \(DOC 154KB\)](#)

#### Logbook

- [Download the Clinical Immunology and Allergy logbook template \(XLS 0.1MB\)](#)

### Contact us

Phone: +61 2 8247 6268  
Email: [ImmunologyAllergy@racp.edu.au](mailto:ImmunologyAllergy@racp.edu.au)

## Apply for Advanced Training

### Eligibility

New trainees can apply for Advanced Training after completing Basic Training, including passing the Divisional Written and Clinical Examinations. They must have current medical registration and appointment to an appropriate Advanced Training position at a suitable training site.

### Advanced Training positions

Core training usually needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.

Some specialty groups conduct a coordinated [Advanced Trainee Selection and Matching](#) process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.

**Please note** that the College is not responsible for trainee recruitment and has no role in the recruitment process.

### Approval and certification of training

Once trainees have secured a training position, they must prospectively apply for approval as per the [Progression through Training Policy](#).

Approval of training periods will be determined by the overseeing committee. To be approved, a trainee's individual training program must be consistent with the training requirements and appropriate for the stage in training.

Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee's progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

### Prospective changes to approval of training

Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.

Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations and flexible training arrangements.

### How to apply

Both new and current trainees need to apply for Advanced Training each year.

Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required [fees](#).

#### **Australian Trainees**

[Apply online for Advanced Training](#) by the due dates below.

Where online registration is not available please download, complete and submit the [application form to apply for Advanced Training in Immunology and Allergy \(DOC 472KB\)](#).

#### **New Zealand Trainees**

Download, complete and submit the [application form to apply for Advanced Training in Immunology and Allergy \(DOC 475KB\)](#) by the due dates below.

#### **Closing dates for applications**

<b>15 February</b>	Closing date for applications for prospective approval of rotations in the current year
<b>31 August</b>	Closing date for applications for prospective approval of rotations in the second half of the current year



## College training program resources

This handbook should be used alongside the following resources.

### Curricula

RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- [Download the Clinical Immunology and Allergy Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Professional Qualities Curriculum \(PDF 1MB\)](#)

### Advanced Training Portal

Resources for many of the requirements of this training program can be accessed through the [Advanced Training Portal](#). These include:

- detailed information on training rotations, including approval and certification decisions
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- online teaching and learning and formative assessment tools
- past examination results
- summary of training completed and required.

### Education policies

[Education policies](#) underpin all training requirements.

Key education policies include the following:

- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

### Variations in training and flexible training options

[Variations in training](#) processes cover dual, joint, conjoint and post-fellowship training.

[Flexible training option](#) information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

### Trainee responsibilities

All trainees are adult learners who must understand [trainee responsibilities](#) and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their [Education Officer](#) and the [Training Support Unit](#).

The Training Support Unit has [Resources](#) for trainees covering topics including learning support and mentoring.

### Supervisor roles and responsibilities

[Supervision](#) in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs [supervisor workshops](#) to help develop required skills for this role.

### Accreditation of settings

Core training is usually conducted in training positions at [accredited training sites](#) that have been accredited by the overseeing committee.

## **eLearning@RACP**

[eLearning@RACP](#) is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

## **Admission to Fellowship**

Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

New Fellows will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, individuals who complete training are issued a letter confirming the completion of their training. Fellows who complete another training program subsequent to admission to Fellowship receive a letter confirming all of the RACP training programs that they have completed.

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a [Continuing Professional Development \(CPD\) program](#).



## Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion.

Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of rotations, course work and other requirements, such as minimum overall duration of training.

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee's plan for training will be implemented following an extended period of notice.

It is the trainee's responsibility to ensure that they are following the correct handbook and are aware of the current program requirements. They must also ensure that they are familiar with current RACP [education policies](#) and processes, such as those for [dual trainees](#).

### Program requirements overview

Core training (minimum 24 months)	Non-core training (maximum 12 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li><a href="#">Clinical Immunology and Allergy Advanced Training Curriculum</a></li> <li><a href="#">Professional Qualities Curriculum</a></li> </ul>	
<b>Supervision</b>	
<p><a href="#">Supervision</a> per clinical rotation:</p> <ul style="list-style-type: none"> <li>1 supervisor with FRACP in Immunology and Allergy</li> <li>1 supervisor with FRACP in any specialty</li> </ul>	<p><a href="#">Supervision</a> per rotation:</p> <ul style="list-style-type: none"> <li>2 supervisors with FRACP in any specialty</li> </ul>
<b>Work-based learning and assessment tools</b>	
<p>Per rotation:</p> <ul style="list-style-type: none"> <li>1 <a href="#">Supervisor's Report</a> (2 for 12-month rotations)</li> </ul> <p>Per year:</p> <ul style="list-style-type: none"> <li>4 <a href="#">Case-based Discussions</a></li> <li>2 <a href="#">Direct Observation of Procedural Skills</a></li> <li>2 <a href="#">Learning Needs Analysis</a></li> </ul>	<p>Per rotation:</p> <ul style="list-style-type: none"> <li>1 <a href="#">Supervisor's Report</a> (2 for 12-month rotations)</li> </ul>

#### By the end of Advanced Training:

36 months of [certified training time](#) consisting of:

- 24 months core training
- 12 months non-core training
- Research Project requirement:
  - 1 [Research Project](#) (for trainees who commenced training before 2017)
  - 1 [Research Project](#) (for trainees commencing training after 2017 and before 2019)
  - 2 [Research Projects](#) (for trainees commencing training from 2019 onwards)
- [Advanced Life Support Course](#) (New Zealand Paediatrics & Child Health trainees only if not already completed during Basic Training)
- [Developmental and Psychosocial Training](#) (Paediatrics & Child Health trainees only)
- 1 [Logbook](#) with every Supervisor Report per core clinical rotation

## Time-based requirements - Training time and rotations

### Purpose

To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

### Total training time

3 years (36 months FTE)

### Training rotations

- 24 months core training
- 12 months non-core clinical training

### Core training

A minimum of 24 months (FTE) must be spent in accredited clinical training positions under the supervision of a Fellow of the College.

### Non-core training

A maximum of 12 months of non-core clinical training may be undertaken in clinical training in other disciplines, or in research.

At least 50% of non-core training must be entirely clinical; the other 50% must feature at least one clinic a week.

Trainees are allowed considerable flexibility in their selection of non-core training. This may be in Australia or overseas and may involve clinical work and/or research in an area related to immunology or another relevant area of medical practice.

In New Zealand, the overseeing committee will prospectively approve, on a case-by-case basis, only those rotations that are closely related to immunology and allergy.

### Night rotations

Approval of night rotations undertaken during a training rotation will be considered by the overseeing committee on a case-by-case basis.

### Training time in Australia/New Zealand

At least 12 months of Advanced Training in Clinical Immunology and Allergy must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.

## Supervision requirements

### Purpose

To provide trainees with appropriate support and guidance to complete the training program.

### Core training

- 1 supervisor with FRACP in Immunology and Allergy
- 1 supervisor with FRACP in any specialty

### Non-core training

- 2 supervisors with FRACP in any specialty

### More information

- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(DOC 153KB\)](#)

## Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College's formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee's performance. The College's formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

Summative assessments focus on judgements about trainee progression, resulting in pass or fail decisions on a trainee's performance.

### Case-based Discussion (CbD)

#### Purpose

To guide the trainee's learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

#### Requirement

Four per core clinical year (two per six month period, eight over course of training) due by 31 January of the following year.

#### More information

- Enter CbD rating form data into the [Advanced Training Portal](#)
- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

### Direct Observation of Procedural Skills (DOPS)

#### Purpose

To guide trainee learning and achievement of competency in procedural skills through direct observation and the provision of structured feedback. This is a formative assessment.

#### Requirement

Two per core clinical year (one per six month period, four over course of training) due by 31 January of the following year

#### Acceptable procedures

On two separate occasions, trainees must perform skin prick tests and/or intradermal tests under observation.

#### More information

- Enter DOPS rating form data into the [Advanced Training Portal](#)
- [DOPS Information sheet, rating form, workflow and procedure lists](#)

### Learning Needs Analysis (LNA)

#### Purpose

To embed the process of planning and evaluating learning in the trainee's practice.

#### Requirement

Two per core clinical year (one per six month period, four over course of training)

## Learning Needs Analysis (LNA)

due by 31 January of the following year

### More information

- Complete and submit the LNA via the [Advanced Training Portal](#)
- [Learning Needs Analysis information sheet, workflow and other resources](#)

## Logbook

### Purpose

To ensure adequate breadth and practice in procedural skills; and as a reflective tool to identify gaps in experience and knowledge.

### Requirement

One logbook per core clinical rotation documenting procedures undertaken during the rotation. To be submitted with each Supervisor's Report to evidence completion.

The logbook will have a table including the following fields:

- Date of procedure
- Diagnosis
- Patient Status: New/Follow-up
- Encounter type: Inpatient/ Consult/Outpatient
- Reviewed by Consultant – yes or no, and name (if yes)
- Category: Immunology/Allergy/ Immunodeficiency

### More information

- [Learning and assessment tool forms](#)

## Supervisor's Reports

### Purpose

To evaluate and provide feedback on the trainee's progress, which informs the certification of training decision. This is a summative assessment.

### Requirement

Two supervisor's reports due for 12-month rotations and one supervisor's report due for all other rotations by due dates outlined below.

For Advanced Trainees in 12-month positions:

- One Supervisor's Report is to be submitted by **15 July** for the first six months of the calendar year.
- One Supervisor's Report is to be submitted by **31 January** of the following year covering the final six months of the calendar year.

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:

- One Supervisor's Report should be completed for each rotation and submitted to the College by **15 July** (for first half of the year) and **31 January** the following year (for the second half of the year).

Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by **15 October**.

The Supervisor's Report must be completed by supervisors who have directly supervised the trainee. If the supervisor has not directly supervised the trainee throughout the whole rotation,

## Supervisor's Reports

the supervisor should obtain individual reports from those who have directly supervised the trainee and provide a composite report.

Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report.

It is the trainee's responsibility to ensure that all supervisors receive a copy of the Supervisor's Report. Failure to do this may result in delays or non-certification of a period of training.

Progression to the next year of training is dependent upon the College receiving satisfactory Supervisor's Report(s) covering the full year/period of training completed.

Trainees must provide copies of previous Supervisor's Report(s) to the next year's/rotation's supervisor. The College may provide subsequent supervisors with copies of past reports (and any other documents deemed relevant to the trainee's training).

### More information

- [More information on Supervisor's Reports](#)
- [Learning and assessment tool forms](#)
- [Progression Through Training Policy](#)

## Other requirements

### Advanced Life Support (Paediatrics) course or equivalent ( for New Zealand Paediatrics & Child Health trainees only)

#### Purpose

To provide trainees with the necessary skills and guidelines to support patients requiring resuscitation.

#### Requirement

**This is a requirement for New Zealand Paediatrics & Child Health trainees only.**

**Australia:** Not required

**New Zealand:** Trainees must complete an ALS course, or equivalent, prior to the completion of Advanced Training. Trainees must submit a certified copy of their ALS certificate to the New Zealand Advanced Training Unit as proof of their completion of the course.

### Developmental and Psychosocial Training

#### Purpose

To assist 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.

#### Requirement

**This is a requirement for Paediatrics & Child Health trainees only.**

**Australia:** Once over entire training period (Basic Training *and* Advanced Training) for six months due by the end of Advanced Training

**New Zealand:** Once over entire training period (Basic Training *and* Advanced Training) for three months due by the end of Advanced Training

#### More information

- [More information on Developmental and Psychosocial Training](#)
- [Learning and assessment tool forms](#)

## Research requirements

### Research Project

#### Purpose

To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

### Research Project (for trainees who commenced training before 2017)

#### Requirement

##### *For trainees who commenced training before 2017:*

One over the course of training due by 15 September in the penultimate year of training.

A substantial piece of work is required, and it is recommended that the project be planned early in Advanced Training with the trainee's supervisor(s).

Ideally the project should be performed during the period of Advanced Training, although earlier studies might be deemed satisfactory if the objective stated above is fulfilled. The project may form part of a higher research degree undertaken during or prior to commencement of Advanced Training. Presentation skills should be developed by presenting clinical or laboratory projects at the national meetings of the relevant colleges or societies. The project report should be deemed as satisfactory by the supervisor prior to submission, and a statement detailing the supervisor's assessment of the merits of the study and verifying the efforts expended by the trainee should be attached.

Post-FRACP trainees who complete the requirements of the program as a second specialty may be exempt from project submission if the above objective is fulfilled by the project submitted to the previous overseeing committee. If no such project has been submitted, or it is deemed not to have fulfilled the objective, no exemption will be granted. It is therefore recommended that this be discussed with the Coordinator of Advanced Training early in their training.

Trainees should submit their project to the overseeing committee before 15 September in the penultimate year of training. This is to allow the project to be assessed by two independent examiners, and to allow revision of the manuscript if found to be unsatisfactory. Late submission of projects (after 15 September in the penultimate year of training) may thus delay conferring of Fellowship and may prolong the period of Advanced Training.

The project must be presented in a rigorous scientific format, of a quality suitable for publication, with sections for abstract, introduction, aims, methods, results, discussion and conclusion. A publication in a peer-reviewed medical journal is most suitable for this purpose. The trainee's exact contribution to the publication should be specified if they are not the author of the publication. This contribution, when separated from the remainder of the publication, must in itself meet the required standards.

A project should meet the following criteria:

- It must make a contribution to established medical knowledge.
- It must constitute a significant body of work, either as a publication in a peer-reviewed medical journal, or as a scientific report.
- It must be presented in a logical sequence and convey a detailed understanding of the topic, with appropriate and comprehensive reference to published medical literature.
- It must constitute original work by the trainee. Material not directly arising from the work of the trainee may be included in the report (e.g. as an appendix) or form part of the publication, but will not be considered in determining whether the trainee's contribution meets a satisfactory standard.



- It will normally constitute between 5000 and 10,000 words, although shorter, concise submissions may be satisfactory if they meet the other criteria.
- Work towards the project should normally constitute the equivalent of two–four hours per week over a one-year period.

Projects may constitute one of the following:

- A quality assurance activity or clinical audit that refines or attempts to refine standards in patient management within clinical immunology, with recommendations for improvements in patient care.
- Analysis of a laboratory test of an immunological condition.
- Analysis of a clinical test of an immunological condition.
- A case series to identify a novel aspect of an immunological condition.
- A case report with detailed laboratory assessment beyond routinely available diagnostic assays. A simple case report is not satisfactory, unless used as an introduction to an extensive literature review.
- A small clinical study of a novel therapeutic, or more likely an established therapeutic for a novel condition.
- A basic research project within the discipline of immunology.
- A detailed review of the literature on an immunological topic.

Other projects outside the above categories may be acceptable as long as they meet the objectives. Such exceptions should be discussed with the Coordinator of Advanced Training in Clinical Immunology and Allergy prior to commencement.

### Research Project (for trainees commencing training after 2017 and before 2019)

#### Requirement

##### ***For trainees commencing training after 2017 and before 2019:***

- One RACP Research Project over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.

The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.

### Research Projects (for trainees commencing training in 2019 onwards)

#### Requirement

##### ***For trainees commencing training from 2019 onwards:***

- One RACP Research Project over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.

#### **AND**

- One Immunology and Allergy project over the course of training (with supervisor with FRACP or FRACP in Immunology and Allergy)\* due by the annual submission date of 15 September in any year before the end of Advanced Training.

The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.

\*Not required if RACP Research Project is specific to immunology and allergy, supervised by an immunology and allergy Fellow, and completed during training.



**More information**

- [More information on Research Projects](#)
- [Research Projects eLearning@RACP module](#)
- [Education policies](#)

## Important dates

### January–March

#### **15 February**

- Applications for Approval of Advanced Training due

*Other activities to be completed this quarter*

- Learning Needs Analysis
- Case-based Discussion

### April–June

*Activities to be completed this quarter*

- Learning Needs Analysis self-evaluation
- Case-based Discussion
- Direct Observation of Procedural Skills

### July–September

#### **15 July**

- Supervisor's Report due
- Logbook due

#### **31 August**

- Applications for Approval of Advanced Training for the second half of the year due

#### **15 September**

- Research project due for trainees in their penultimate year of training

*Other activities to be completed this quarter*

- Learning Needs Analysis
- Case-based Discussion

### October–December

#### **15 October**

- Supervisor's Report and all PREP tools due for trainees eligible for December Fellowship
- Logbook due

#### **31 October**

- Research Pro

*Other activities to be completed this quarter*

- Learning Needs Analysis self-evaluation
- Case-based Discussion
- Direct Observation of Procedural Skills

### January

#### **31 January**

- Previous year's Supervisor's Report, logbook and all PREP tools due for trainees *not* applying for Fellowship in December

## More information

### RACP policies

- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

### RACP initiatives

- [Curated Collections](#) are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- [Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- [Pomegranate Health Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.

### Useful contacts

Contact the College	
<b>Member Services Contact Centre</b> First point of contact for general enquiries.	<b>Australia</b> Email: <a href="mailto:raccp@raccp.edu.au">raccp@raccp.edu.au</a> Phone: 1300 MyRACP 1300 69 7227 <b>New Zealand</b> Email: <a href="mailto:raccp@raccp.org.nz">raccp@raccp.org.nz</a> Phone: 0508 MyRACP 0508 69 7227

Other College contacts	
<b>Education Officers</b> Education Officers administer the training program and can respond to training-related enquiries.	Email: <a href="mailto:ImmunologyAllergy@raccp.edu.au">ImmunologyAllergy@raccp.edu.au</a> Phone: +61 2 8076 6388
<b>Training Support</b> The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	<b>Australia</b> Email: <a href="mailto:trainingsupport@raccp.edu.au">trainingsupport@raccp.edu.au</a> Phone: +61 2 9256 5457 <b>New Zealand</b> Email: <a href="mailto:trainingsupport@raccp.org.nz">trainingsupport@raccp.org.nz</a> Phone: +64 4 472 6713
<b>Supervisor Support</b> The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: <a href="mailto:supervisor@raccp.edu.au">supervisor@raccp.edu.au</a> Phone: +61 2 8076 6300
<b>College Trainees' Committee</b> The <a href="#">College Trainees' Committee</a> (CTC) reports to the College Board and represents and advocates on behalf of trainees.	Email: <a href="mailto:traineescommittee@raccp.edu.au">traineescommittee@raccp.edu.au</a>
<b>New Zealand Trainees' Committee</b> The New Zealand Trainees' Committee represents and advocates on behalf of trainees.	Email: <a href="mailto:traineescommittee@raccp.org.nz">traineescommittee@raccp.org.nz</a>

## Other contacts

### Specialty Societies

[Specialty societies](#) are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in a particular area of medical practice, e.g. cardiology, geriatric medicine. The specialty societies are independent organisations that contribute to physician education through their members' involvement in College education committees and activities.

Australasian Society of Clinical Immunology and Allergy (ASCIA)

The [Australasian Society of Clinical Immunology and Allergy \(ASCIA\)](#) is the peak professional body representing Clinical Immunology and Allergy physicians/paediatricians in Australia and New Zealand.

[www.racp.edu.au](http://www.racp.edu.au)

Copyright © 2018. The Royal Australasian College of Physicians (RACP). All rights reserved.  
Published February 2018.

Version 3. Updated 17 April 2019.