



**RACP**

**Specialists. Together**

EDUCATE ADVOCATE INNOVATE

*Physician Readiness for Expert Practice*

## **Advanced Training in Neonatal/Perinatal Medicine**

### **2019-20 Program Requirements Handbook**

*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 Neonatal/Perinatal Medicine 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 2018 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="#">Training Rotations</a> Reclassification of core and non-core training rotations: core training changed to 30 months, non-core training changed to 6 months in a related specialty.	To reflect new accreditation of Neonatal Retrieval Services rotations
<a href="#">Case-based Discussion</a> Reduced to 2 per year.	To align with General Paediatrics as a number of NPM trainees are dual trainees with General Paediatrics.
<a href="#">Mini-CEX</a> New requirement introduced – 4 per year.	To align with General Paediatrics as a number of NPM trainees are dual trainees with General Paediatrics.
<a href="#">Logbooks</a> Two new logbooks have been added <ul style="list-style-type: none"> <li>• Communication and Professional Development Logbook</li> <li>• Procedural Competence Assessment Logbook</li> </ul>	The Communication and Professional Development Logbook will ensure that trainees are able to manage critically ill neonates and attain the skills required to discuss and support families in the neonatal intensive care environment. The Procedural Competence Assessment logbook will ensure that trainees are undertaking adequate preparation and practice in the most common neonatal procedures and that they have reached a level of expertise similar to that of a consultant.
<a href="#">Supervisor’s Report</a> Additional Supervisor’s Report is required for trainees in 12-month rotations.	To align with College-wide change to ensure trainees and committees are better informed about trainee progress throughout the year.

## 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>7</b>
Eligibility .....	7
Advanced Training positions .....	7
Approval and certification of training .....	7
How to apply.....	7
<b>College training program resources</b> .....	<b>9</b>
Curricula .....	9
Advanced Training Portal.....	9
Education policies.....	9
Variations in training and flexible training options.....	9
Trainee responsibilities .....	9
Supervisor roles and responsibilities.....	9
Accreditation of settings.....	9
eLearning@RACP .....	10
Admission to Fellowship .....	10
<b>Program requirements</b> .....	<b>11</b>
Program requirements overview .....	12
Time-based requirements - Training time and rotations .....	14
Supervision requirements .....	15
<b>Work-based learning and assessment tools</b> .....	<b>16</b>
Case-based Discussion (CbD).....	16
Direct Observation of Procedural Skills (DOPS).....	16
Learning Needs Analysis (LNA) .....	17
Logbooks.....	17
Mini-Clinical Evaluation Exercise (mini-CEX).....	18
Professional Qualities Reflection (PQR) .....	18
Supervisor's Reports .....	19
Research Requirements .....	19
Projects .....	19
Other requirements.....	23
2019-20 PREP Advanced Training in Neonatal/Perinatal Medicine Program Requirements Handbook	3

<b>Important dates</b> .....	<b>24</b>
<b>More information</b> .....	<b>25</b>
RACP policies.....	25
RACP initiatives.....	25
Useful contacts.....	25
Additional training resources.....	26



## Neonatal/Perinatal Medicine

The practice of neonatal/perinatal medicine involves the treatment of newborn infants at all levels of care from healthy newborns to those who require special and intensive care.

### 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 Neonatal/Perinatal Medicine (NPM)
<b>Overseeing committee(s)</b>	Advanced Training Committee in Neonatal/Perinatal Medicine (ATC)
<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 Neonatal/Perinatal Medicine 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 Neonatal/Perinatal Medicine Supervisor's Reports \(DOC 209KB\)](#)

#### Logbook forms

- [Download the Neonatal/Perinatal Medicine NETS logbook template \(DOC 558KB\)](#)
- [Download the Neonatal/Perinatal Medicine Follow-up Activities logbook template \(DOC 392KB\)](#)
- [Download the Neonatal/Perinatal Medicine Procedures logbook template \(DOC 367KB\)](#)
- [Download the Neonatal/Perinatal Medicine Communication and Professional Development logbook template \(XLS 262KB\)](#)

#### Project forms and examples

- [Download the Neonatal/Perinatal Medicine Project cover sheet \(DOC 99KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project Checklist \(DOC 38KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project Supervisor Report \(DOC 110KB\)](#)
- [Download the Neonatal/Perinatal Medicine Research Project - Grant Proposal Form \(DOC 187KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project example 1 \(PDF 777KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project example 2 \(PDF 797KB\)](#)

### ***Submitting projects electronically***

You can now submit your project electronically to NeonatalPerinatal@racp.edu.au. Only one copy of your project is required. Please remember to de-identify your project i.e. no reference to your name, supervisor or hospital. You are not required to de-identify your project coversheet, project checklist and project supervisor's report.

### **Project forms and examples**

The following templates are used for reviewing projects.

- [Download the Neonatal/Perinatal Medicine Project Assessment Form \(PDF 95KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project Assessment Form \(Case Series\) \(PDF 87KB\)](#)
- [Download the Neonatal/Perinatal Medicine Project Assessment Form \(Grant Proposal\) \(PDF 97KB\)](#)

### **Contact us**

Phone: +61 2 8247 6256  
 Email: [NeonatalPerinatal@racp.edu.au](mailto:NeonatalPerinatal@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.

### 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 Neonatal/Perinatal Medicine \(DOC 472KB\)](#).

### New Zealand Trainees

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

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

## Closing dates for applications

<b>15 February</b>	Closing date for applications for prospective approval of rotations in the current year
--------------------	---

**31 August**

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 Neonatal/Perinatal Medicine 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:

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

### Education policies

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

Key education policies include the following:

- Academic Honesty and Plagiarism
- Flexible Training
- Progression through Training
- Recognition of Prior Learning
- Special Consideration for Assessments
- Trainee in Difficulty Support Policy

### 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. 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 clinical 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 30 months)	Non-core training (maximum 6 months)
<b>Content</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Neonatal/Perinatal Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Neonatal/Perinatal Medicine Advanced Training Curriculum</a></li> <li>• <a href="#">Professional Qualities Curriculum</a></li> </ul>
<b>Supervision</b>	
<p><a href="#">Supervision</a> per rotation:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP</li> <li>• 1 supervisor who may or may not have FRACP</li> </ul>	<p><a href="#">Supervision</a> per rotation:</p> <ul style="list-style-type: none"> <li>• 1 supervisor with FRACP</li> <li>• 1 supervisor who may or may not have FRACP</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>• 2 <a href="#">Case-based Discussions</a></li> <li>• 6 <a href="#">Direct Observations of Procedural Skills</a></li> <li>• 4 <a href="#">Mini-CEX</a></li> <li>• 2 <a href="#">Learning Needs Analysis</a></li> <li>• 2 <a href="#">Professional Qualities Reflection</a> (recommended)</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> <p>Per year:</p> <ul style="list-style-type: none"> <li>• 2 <a href="#">Case-based Discussions</a></li> <li>• 4 <a href="#">Mini-CEX</a></li> <li>• 2 <a href="#">Learning Needs Analysis</a></li> <li>• 2 <a href="#">Professional Qualities Reflection</a> (recommended)</li> </ul>

### By the end of Advanced Training:

#### For trainees who commenced before 2017:

36 months of certified training time consisting of:

- 24 months of core training in neonatal/perinatal medicine training including:
  - 18 months in perinatal centre
  - 6 months in a centre with major surgery
- 12 months of non-core training
- [Research requirements:](#)
  - 2 [Neonatal/Perinatal Medicine Projects](#)
- 3 [Logbooks](#) over the course of training:
  - Follow-up Activities Logbook
  - Neonatal Emergency Transport Services (NETS) Logbook
  - Procedures Logbook
- [Developmental and Psychosocial Training](#)

### **For trainees commencing training between 2017 and 2018:**

36 months of certified training time consisting of:

- 24 months of core training in neonatal/perinatal medicine training including:
  - 18 months in perinatal centre
  - 6 months in a centre with major surgery
- 12 months of non-core training
- Research requirements:
  - 1 [Advanced Training Research Project](#) and 1 [Neonatal/Perinatal Medicine Project](#)
- 3 Logbooks over the course of training:
  - Follow-up Activities Logbook
  - Neonatal Emergency Transport Services (NETS) Logbook
  - Procedures Logbook
- [Developmental and Psychosocial Training](#)

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

36 months of certified training time consisting of:

- 30 months of core training in neonatal/perinatal medicine training including:
  - 18 months in perinatal centre
  - 6 months in a neonatal centre which performs and is accredited for major surgery
  - 6 months neonatal retrieval services rotations
- 6 months of non-core training in a related specialty
- Research requirements:
  - 1 [Advanced Training Research Project](#) and 1 [Neonatal/Perinatal Medicine Project](#)
- 5 Logbooks over the course of training:
  - Communication and Professional Development Logbook
  - Follow-up Activities Logbook
  - Neonatal Emergency Transport Services (NETS) Logbook
  - Procedures Logbook
  - Procedural Competence Assessment
- [Developmental and Psychosocial Training](#)

## Time-based requirements - Training time and rotations - For trainees who commenced before 2019

### 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 training

### Core training

A minimum of 24 months FTE must be spent in accredited clinical training positions and consist of:

- 18 months in a perinatal centre
- 6 months equivalent in a neonatal centre with major surgery.

Trainees cannot complete all 24 months of core training in the one centre. No more than 18 months of core training and no more than 24 months of total training are to be completed in the one centre.

Trainees who commenced training in or after 2012 can have no more than six months of core training certified at a registrar level.

Trainees are responsible for ensuring they are aware of accredited training times at each [accredited training site](#).

### Non-core training

A maximum of 12 months of non-core training may be undertaken in a children's hospital or research in areas that are relevant to Neonatal Perinatal Medicine (e.g. PICU, Cardiology). This may include up to 12 months of non-core training for PhD studies in a relevant area. Of the 12 months of non-core training up to a maximum of 6 months of General Paediatrics can be certified.

### Training time in Australia/New Zealand

At least 12 months of Advanced Training in Neonatal/Perinatal Medicine must be undertaken in Australia and/or New Zealand.

## Time-based requirements - Training time and rotations- For trainees commencing training in 2019 onwards

### 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

- 30 months core training
- 6 months non-core training

### Core training

## Time-based requirements - Training time and rotations- For trainees commencing training in 2019 onwards

A minimum of 30 months FTE must be spent in accredited clinical training positions and consist of:

- 18 months in perinatal centre
- 6 months in a neonatal centre which performs major surgery and is accredited for surgery
- 6 months neonatal retrieval services rotations

Trainees cannot complete all 30 months of core training in the one centre. No more than 18 months of core training and no more than 24 months of total training are to be completed in the one centre.

Trainees who commenced training in or after 2012 can have no more than six months of core training certified at a registrar level.

Trainees are responsible for ensuring they are aware of accredited training times at each [accredited training site](#).

### Non-core training

A maximum of 6 months of non-core training may be undertaken in paediatrics or research in areas that are relevant to Neonatal Perinatal Medicine (e.g. PICU, Cardiology, General Paediatrics and Developmental and Psychosocial). This may include up to 6 months of non-core training for PhD studies in a relevant area.

### Training time in Australia/New Zealand

At least 12 months of Advanced Training in Neonatal/Perinatal Medicine must be undertaken in Australia and/or New Zealand.

## Supervision requirements

### Purpose

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

### Core training and non-core training

- 1 supervisor with FRACP
- 1 supervisor who may or may not have FRACP

### 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

Two per training year 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

Six per core training year due by 31 January of the following year

#### Examples of acceptable procedures

Hand hygiene: aseptic technique	Drainage of Rickham's reservoir
Venesection and blood culture	Umbilical venous catheter insertion
Umbilical arterial catheter insertion	Peripheral arterial catheter insertion
Peripheral arterial puncture	Percutaneous long line insertion
Central line insertion	Lumbar puncture
Needling of pneumothorax	Laryngeal mask airway placement
Intercostal drain insertion	Intraosseous needle insertion
Endotracheal intubation: oral and/or nasal	Perimortem tissue biopsy – skin/liver
Suprapubic aspiration	Paracentesis
Exchange transfusion	



## Direct Observation of Procedural Skills (DOPS)

### 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 year, early in the rotation, due by 31 January of the following year (core and non-core)

### More information

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

## Logbooks

### Purpose

To demonstrate the trainee's breadth of exposure to each of the aspects of neonatal/perinatal medicine.

### Requirement

One of each logbook to be kept over the course of training (five in total), can be submitted to the College once completed, otherwise due with the Supervisor's Report in the final year of training (core and non-core).

Advanced Trainees in Neonatal/Perinatal Medicine are required to submit five logbooks over the course of their training:

- Communication and Professional Development
- Follow-up activities
- NETS
- Procedures
- Procedural Competence Assessment

The logbooks are intended to demonstrate a trainee's breadth of exposure to each of the aspects of neonatal/perinatal medicine. Logbooks do not necessarily need to contain large amounts of detail, but must show the sorts of cases that have been seen and the learning that has occurred. It is important that trainees reflect on their educational experiences in each of their logbook entries.

Trainees need to discuss their logbooks with their nominated supervisor. Logbooks can be used to assist supervisors in determining whether a trainee is on track to meet their training requirements. The supervisor is required to sign the logbook as validation of both content and competence before submission to the College.

### **Communication and Professional Development Logbook (for trainees commencing training in 2019 onwards)**

The Communication and Professional Development logbook contains components in the former Procedures Logbook as they had a professional development focus. These have now been combined with additional professional development components into a new logbook.

### **Follow-up Activities Logbook**

## Logbooks

Designed to assist trainees in documenting their exposure to the three main components of follow-up: multidisciplinary discharge planning meetings; follow-up of medical problems in an outpatient setting; and long-term neurodevelopmental follow-up. Trainees must document the equivalent of one session per week for two years, with two to four contacts per session (i.e. a total of 100 cases) across all three components of follow-up.

### **NETS Logbook**

Designed to ensure that trainees have received sufficient training and experience in the transport of the sick newborn at the completion of Advanced Training. Trainees must record a minimum of 25 retrievals of varying complexity in which they were a senior member of the retrieval team. It is expected that at least 50 percent of documented retrievals required ventilation.

### **Procedures Logbook**

Designed to ensure that trainees have undertaken adequate preparation and practice and can perform key procedures at a defined level of expertise.

### **Procedural Competence Assessment Logbook (for trainees commencing training in 2019 onwards)**

The Procedural Competence Assessment logbook is to document and sign off trainees as being able to perform each mandatory procedure independently. It includes the procedures required in the former Procedures Logbook.

#### **More information**

- [Learning and assessment tool forms](#)

## Mini-Clinical Evaluation Exercise (mini-CEX)

### **Purpose**

For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.

### **Requirement**

Four per year (core and non-core) due by 31 January of the following year.

### **More information**

- Access the mini-CEX via the [Advanced Training Portal](#)
- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#)

## Professional Qualities Reflection (PQR)

### **Purpose**

To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

### **Requirement**

Two per year (core and non-core) due any time during the year (recommended)

### **More information**

- Complete and submit the PQR via the [Advanced Training Portal](#)
- [Professional Qualities Reflection information sheet and workflow](#)

## 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

One Supervisor's report is due per rotation, two for 12-month rotations (core and non-core)

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, 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](#)

## Research Requirements

### Projects

#### Requirement

All trainees must complete two projects over the course of training.

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

- Two [Neonatal/Perinatal Medicine Projects](#) over the course of training due by 15 January or 15 September
  - One NPM project must be submitted by 15 September and assessed as satisfactory by the end of second year of training in order to progress into the third year of training.

## Projects

- The second NPM project must be submitted and assessed as satisfactory by the completion of training.

If your first NPM project is not a clinical or laboratory-based project, then your second NPM project must be a clinical or laboratory-based project that involves a substantial methodology component that requires a detailed statistical analysis of the results.

### ***For trainees commencing training in 2017 onwards:***

- One [Advanced Training Research Project](#) must be submitted and assessed as satisfactory by the completion of training.

AND

- One [Neonatal/Perinatal Medicine Project](#) over the course of training due by 15 January or 15 September and assessed as satisfactory by the end of second year of training in order to progress into the third year of training.

## Advanced Training Research Project

### ***For trainees commencing training in 2017 onwards:***

- One [Advanced Training Research Project](#) must be submitted and assessed as satisfactory by the completion of training.

This project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their project by 15 September in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.

### **More information**

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

## Neonatal/Perinatal Medicine Project(s)

### **Purpose**

To provide trainees with experience in research that is both recent and relevant to the practice of neonatal/perinatal medicine. Projects allow trainees exposure to the consideration and definition of clinical problems; the systematic acquisition, synthesis and interpretation of data; and effective written communication.

### **Requirement**

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

- Two [Neonatal/Perinatal Medicine Projects](#) over the course of training due by 15 January or 15 September
  - One NPM project must be submitted by 15 September and assessed as satisfactory by the end of second year of training in order to progress into the third year of training.
  - The second NPM project must be submitted and assessed as satisfactory by the completion of training.

If your first NPM project is not a clinical or laboratory-based project, then your second NPM project must be a clinical or laboratory-based project that involves a substantial methodology component that requires a detailed statistical analysis of the results.

#### ***For trainees commencing training in 2017 onwards:***

- One over the course of training due by 15 January or 15 September.

This project must be submitted by 15 September and assessed as satisfactory by the end of second year of training in order to progress into the third year of training.

- One [Advanced Training Research Project](#) must be submitted and assessed as satisfactory by the completion of training.

### **NPM Project requirement details**

The project is a major requirement and should be of an appropriate standard. Projects are marked according to a standardised format by two examiners. If a project receives an assessment which specifies a resubmit is required, comments from both examiners will be provided defining where the manuscript requires improvement. Upon resubmission of the project, the trainee will be required to provide a letter of response which details how the issues raised by the examiners have been addressed in the resubmission. The resubmitted document should contain tracked changes so that the examiners can review these amendments (similar to the process required by journals for manuscript submission). Projects are assessed on their scientific merit, relevance to the field of neonatal/perinatal medicine, interpretation of the material and the relevance of the literature review to the case study or research being presented. A project's unique and honest intellectual content will also be taken into consideration. Excellent summaries of the literature are widely available (such as those available on UpToDate), and as such the ability to accurately paraphrase available literature is not adequate. The standard of projects is expected to be high, in line with the examples which can be found on the neonatal/perinatal medicine specialty webpage.

### **Role of the supervisor**

The role of the project supervisor is to assist the trainee in the selection of the project and the project design, and to guide the trainee in the completion of the project. The project supervisor is not a joint author. Physicians and paediatricians are expected to be able to write succinct reports in English. Trainees who have language difficulties should undertake additional courses or training to address this problem.

The project supervisor is asked to certify that the project is ready for submission. Trainees must allow adequate time for their project supervisor to read and provide feedback prior to the submission date.

Trainees must submit a Project Supervisor's Report with each project. This report comments on the degree of trainee contribution to different areas of the project and the quality of the material presented. The report also requests confirmation of the supervisor's approval (or otherwise) of the project.

### **Acceptable project formats**

The project must be of an acceptable standard and satisfy the criteria for publication in a peer-reviewed journal. Submission of projects for publication in a peer-reviewed journal after assessment is strongly encouraged. Projects should be novel and incorporate original thought in an area directly related to neonatal/perinatal medicine. Trainees will sometimes be working as part of a larger group or project; however, trainees are required to make an original contribution to the planning or interpretation of their study. Where relevant, acknowledgements concerning the involvement and input of others in data collection, study design, etc. must be provided in an acknowledgement section.

The trainee and supervisor should decide on an appropriate journal for which the project would be considered suitable to submit. Projects should be submitted in the format of the specified journal (e.g. Archives of Diseases in Childhood Foetal Neonatal Edition) and should adhere to the instructions for authors of that journal including formatting of abstract, body of manuscript, tables and figures, acknowledgements, references and word count. Any funding (e.g. project funding, grant body funding) should be acknowledged, as should any institutional support. The trainee should submit the instructions for authors for the specified journal with their project.

The writing of the project report is expected to be completed by the trainee. If a published paper is submitted, the trainee must state what role he/she had in the drafting and writing of the paper and should be the first author. Published papers submitted for consideration as a research project must be work related to Neonatal/Perinatal Medicine which has been

completed within 5 years of the trainee commencing advanced training in Neonatal/Perinatal Medicine. Projects should be written in sound English and be free of grammatical and typographical errors. All projects must demonstrate relevance to Neonatal/Perinatal Medicine, with the exception of Masters' work that may or may not have a Neonatal/Perinatal component.

The following are suitable formats for the NPM research project:

- Clinical or laboratory research that involves a substantial methodology component that requires a detailed statistical analysis of the results.
- Questionnaire or survey of practice with a significant literature review.
- Report of a series of cases illustrative of a particular problem, accompanied by a significant review of the relevant literature. A single case is NOT adequate.
- A substantial research proposal including background, rationale, hypothesis, methodology and budget, accompanied by a comprehensive literature review (standard equivalent to a National Health Medical Research Council (NHMRC) Project Grant Application or New Zealand Health Research Council (NZHRC). A research proposal can be used as a first project with the write up of the project as the second project. The research proposal represents an increase in knowledge in the area of that aspect of neonatal medicine. The written project then provides knowledge and expertise in research methodology. A research proposal cannot be submitted after the written project as this does not increase knowledge in methodology or an increased knowledge in neonatal perinatal medicine.
- Successful completion of a PhD or other Doctorate requiring prospective enrolment may be considered provided there is a neonatal focus.
- Quality assurance, audit or evaluation of a service or clinical program accompanied by a literature review.
- Systematic review of a health-care intervention or diagnostic test: an example of the process to be used is the Cochrane Collaboration.
- Course work for a higher degree such as Masters of Public Health may be considered, but must include a research component as a part of the course work.

Alternative projects such as CD ROM, Guide to Internet, authorship of a handbook or a career information video that fulfil the project objectives need to be discussed prospectively.

NB: The NPM project must be of a different format to that of the Advanced Training Research Project. If the trainee's Advanced Training Research Project is not a clinical or laboratory-based project, the NPM project must be a clinical or laboratory-based project that involves a substantial methodology component that requires a detailed statistical analysis of the results.

#### **More information**

- [Learning and assessment tool forms](#)

## Other requirements

### 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

**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

For Advanced Trainees in Neonatal/Perinatal Medicine, the Developmental and Psychosocial component of training can be satisfied by the completion of the Follow-Up Activities Logbook and the completion of two approved learning modules. Approved learning modules include any one of the following options:

- Evidence of attendance at a lecture series devoted to the topics included in Developmental and Psychosocial Training in a recognised institution
- Three referenced case reports/essays (1500–2000 words) demonstrating a detailed understanding of three different issues in the areas of psychosocial training (e.g. rehabilitation, community paediatrics, etc.)
- Completion of the Griffith Mental Developmental Scales or Bayley's course
- Other prospectively approved modules may be considered.

#### More information

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



## Important dates

### January–March

#### **15 January**

- Research project submission date

#### **15 February**

- Applications for Approval of Advanced Training due

#### *Other activities to be completed this quarter*

- Learning Needs Analysis
- Case-based Discussions
- Direct Observation of Procedural Skills
- Professional Qualities Reflection
- Mini-Clinical Evaluation Exercise

### April–June

#### *Activities to be completed this quarter*

- Learning Needs Analysis self-evaluation
- 2 Direct Observations of Procedural Skills

### July–September

#### **15 July**

- Supervisor's Report and required PREP tools for trainees in less than 12-month positions due

#### **31 August**

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

#### **15 September**

- Research project submission date – trainees in their second year of training must have a Neonatal/Perinatal Medicine Project submitted by this date

#### *Other activities to be completed this quarter*

- Learning Needs Analysis
- Direct Observation of Procedural Skills
- Professional Qualities Reflection

### October–December

#### **15 October**

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

#### *Other activities to be completed this quarter*

- Learning Needs Analysis self-evaluation
- 2 Direct Observation of Procedural Skills

### January

#### **15 January**

- Research project submission date

#### **31 January**

- Previous year's Supervisor's Report 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.
- [Pomegranate Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.
- [Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.

### Useful contacts

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

Other College contacts	
<p><b>Education Officers</b> Education Officers administer the training program and can respond to training-related enquiries.</p>	<p>Email: <a href="mailto:NeonatalPerinatal@raccp.edu.au">NeonatalPerinatal@raccp.edu.au</a> Phone: +61 2 8247 6256</p>
<p><b>Training Support</b> The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</p>	<p><b>Australia</b> Email: <a href="mailto:trainingsupport@raccp.edu.au">trainingsupport@raccp.edu.au</a> Phone: +61 2 9256 5457</p> <p><b>New Zealand</b> Email: <a href="mailto:trainingsupport@raccp.org.nz">trainingsupport@raccp.org.nz</a> Phone: +64 4 472 6713</p>
<p><b>Supervisor Support</b> The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</p>	<p>Email: <a href="mailto:supervisor@raccp.edu.au">supervisor@raccp.edu.au</a> Phone: +61 2 8076 6300</p>
<p><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.</p>	<p>Email: <a href="mailto:traineescommittee@raccp.edu.au">traineescommittee@raccp.edu.au</a></p>
<p><b>New Zealand Trainees' Committee</b></p>	<p>Email: <a href="mailto:traineescommittee@raccp.org.nz">traineescommittee@raccp.org.nz</a></p>

### Other College contacts

The New Zealand Trainees' Committee represents and advocates on behalf of trainees.

### 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.

#### Perinatal Society of Australia and New Zealand (PSANZ)

[PSANZ](#) is a multidisciplinary society dedicated to improving the health and long-term outcomes for mothers and their babies

### Additional training resources

This is a list of training resources independent of the College that trainees may find useful.

#### *Improving Perinatal Mortality Review and Outcomes Via Education (IMPROVE)*

[IMPROVE](#) workshops are run by the [PSANZ Stillbirth and Neonatal Death Alliance](#). The workshop aims to inform participants about the PSANZ Mortality Guidelines.

#### *Courses for trainees and neonatologists*

[NeoPrep](#) and [Specialty Review in Neonatology](#) are both courses for trainees and neonatologists wanting to brush up on their current knowledge. They are held in the United States for trainees there to become board certified in Neonatology and accordingly cover a broad range of relevant topics.

#### *Article summaries*

[The International Society for Evidence Based Neonatology \(EBNEO\)](#) publish succinct summaries of original articles relevant to neonatal care.

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

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

Version 6. Updated 17 July 2019.