New curricula

Learning, teaching, and assessment programs

Advanced Training in Sleep Medicine (Adult Medicine)

RACP
Specialists. Together

About this document

The new Advanced Training in Sleep Medicine (Adult Medicine) curriculum consists of curriculum standards and learning, teaching, and assessment (LTA) programs.

This document outlines the Advanced Training in Sleep Medicine (Adult Medicine) LTA programs for trainees and supervisors. It should be used in conjunction with the Advanced Training in Sleep Medicine (Adult Medicine) curriculum standards.

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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

1 rotation plan per rotation

1 procedural logbook

1 national or international scientific meeting attendance

RACP Advanced Training Orientation resource

RACP Supervisor Professional Development Program

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

RACP Health Policy, Systems and Advocacy resource

Recommended resources

Teaching

2 supervisors per rotation

1 research project supervisor

Assessment

12 learning captures per phase

12 observation captures per phase

4 progress reports per phase

1 research project

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

Sleep medicine incorporates the study of healthy sleep and the investigation and management of sleep disorders. Sleep medicine is a non-organ specific, cross-disciplinary specialty. It is underpinned by a substantial and rapidly expanding scientific knowledge base. The maintenance of health across the ages is critically dependent on obtaining adequate sleep. Acute and chronic sleep deprivation is associated with a range of adverse neurobehavioral, endocrine, and cardiovascular outcomes.

Sleep medicine specialists address the health care needs of the community by:

- promoting healthy sleep and sleep practices across the lifespan
- addressing and managing the burden of sleep disorders in a timely and cost-effective manner, utilising evidenced based approaches
- optimising sleep in the context of physical and mental health and comorbid conditions
- providing information for industry and governmental regulatory authorities on the impact of sleep deprivation and sleep disorders.

Sleep medicine specialists possess special clinical skills, such as:

- **Recognising how sleep affects health and daily functioning.** Sleep deprivation is endemic in western societies – health implications include mood disturbance, accidents / injuries, increased insulin resistance, and neuroendocrine disturbance.
- **Diagnosing, investigating, and managing individuals with sleep disorders.** Patients with sleep disorders undergo special assessments which include a combination of clinical evaluation and sleep monitoring, and the subsequent application of treatment modalities using various interventions, including medications, medical devices, surgical procedures, education, and behavioural techniques.
- **Honing expertise in sleep monitoring and physiological assessment of sleep and sleep disorders.**

- **Providing age-appropriate care.** Sleep disorders occur in a variety of patients, from children to the elderly. Effective treatments are available for most sleep disorders, but they rely on the accurate identification of the disorder and health professionals who are skilled in their application. Thus, sleep medicine physicians play a central role in delivery of health care to patients of all ages with primary and secondary sleep disorders.

Sleep medicine specialists have specific professional skills, including:

- **Applying a multidisciplinary approach.** Sleep medicine specialists work collaboratively with other health professionals and within a team.
- **Working sensitively with a variety of patients.** Sleep medicine specialists develop an ability to deal with patients from a diverse range of backgrounds, cognitive and physical function, in a professional and empathetic manner.
- **Strong communication skills.** Sleep medicine specialists must develop a personable interviewing technique and an ability to relate to patients from all walks of life. It is also essential that they appreciate when referral to a more appropriate or more qualified practitioner in a particular subspecialty is necessary.
- **Managing resources for the benefit of patients and communities.** Sleep medicine specialists apply a biopsychosocial approach to ensure the delivery of efficient, cost-effective, and safe care for the benefit of their patients and communities.
- **Applying a scholarly approach.** Sleep medicine specialists conduct academic research to discover better ways of understanding, diagnosing, treating, and preventing disease. They apply research to improve the management of patients.

Supervising committee

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

Qualification

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

Learning goals and progression criteria

Learning, teaching, and assessment structure

The learning, teaching and assessment structure defines the framework for delivery and trainee achievement of the curriculum standards in the Advanced Training program.

Advanced Training is structured in three phases. These phases will establish clear checkpoints for trainee progression and completion.

1	Specialty foundation	• Orient trainees and confirm their readiness to progress in the Advanced Training program.
2	Specialty consolidation	• Continue trainees' professional development in the specialty and support progress towards the learning goals.
3	Transition to Fellowship	• Confirm trainees' achievement of the curriculum standards, completion of Advanced Training, and admission to Fellowship. • Support trainees' transition to unsupervised practice.

Figure: Advanced Training learning, teaching, and assessment structure

- An **entry decision** is made before entry into the program.

- **Progress decisions**, based on competence, are made at the end of the specialty foundation and specialty consolidation phases of training.

- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.

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

Entry criteria

Entry attributes	Prospective trainees can demonstrate:
	
	• a commitment and capability to pursue a career as a sleep medicine specialist
	• the ability and willingness to achieve the common learning goals for Advanced Training:
	    • team leadership
	    • supervision and teaching
	    • the professional behaviours, as outlined in the Competencies

Entry criteria	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.

Progression criteria

To progress to the next phase or to complete the program, trainees must demonstrate:

• the ability to plan and manage their learning and to complete their learning and assessment requirements in a timely manner
• achievement of the learning goals to the levels outlined in the learning goal progression criteria.

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

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

Learning goals

The curriculum standards are summarised as **18** learning goals.

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

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

Levels	1	2	3	4	5
Be: Competencies (professional behaviours)	Needs to work on behaviour in **more than five domains** of professional practice	Needs to work on behaviour in **four or five domains** of professional practice	Needs to work on behaviour in **two or three domains** of professional practice	Needs to work on behaviour in **one domain** of professional practice	**Consistently** behaves in line with all ten domains of professional practice
Do: Entrustable Professional Activities (EPAs)	Is able to **be present and observe**	Is able to **act with direct supervision**	Is able to **act with indirect supervision** (i.e., ready access to a supervisor)	Is able to **act with supervision at a distance** (i.e., limited access to a supervisor)	Is able to supervise others
Know: Knowledge guides	Has **heard of** some of the topics in this knowledge guide	**Knows the topics and concepts** in this knowledge guide	**Knows how to apply** this knowledge to practice	**Frequently shows they apply** this knowledge to practice	**Consistently** demonstrates application of this knowledge to practice

	Learning goals	Entry criteria	Progression criteria		Completion criteria
		Entry into training *At entry into training, trainees will:*	**Specialty foundation** *By the end of this phase, trainees will:*	**Specialty consolidation** *By the end of this phase, trainees will:*	**Transition to fellowship** *By the end of training, trainees will:*
Be	**1. Professional behaviours**	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice
Do	**2. Team leadership:** Lead a team of health professionals	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	3. Supervision and teaching: Supervise and teach professional colleagues	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	4. Quality improvement: Identify and address failures in health care delivery	**Level 1** be able to be present and observe	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	5. Clinical assessment and management: Clinically assess and manage the ongoing care of patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	6. Management of transitions in care: Manage the transition of patient care between health professionals, providers, and contexts	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	7. Longitudinal care: Manage and coordinate longitudinal care of patients with chronic illness, disability, and/or long-term health issues	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	8. Communication with patients: Discuss diagnoses and management plans with patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	9. Prescribing: Prescribe therapies tailored to patients' needs and conditions	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	10. Investigations: Select, organise, and interpret investigations	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others

	Learning goals	Entry criteria	Progression criteria	Completion criteria	
		Entry into training *At entry into training, trainees will:*	**Specialty foundation** *By the end of this phase, trainees will:*	**Specialty consolidation** *By the end of this phase, trainees will:*	**Transition to fellowship** *By the end of training, trainees will:*
	11. Clinic management and procedures: Manage an outpatient clinic and plan, prepare for, perform, and provide aftercare for important practical procedures	**Level 1** be able to be present and observe	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
Know	**12. Scientific foundations of sleep medicine (including investigations and measurements)**	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	13. Sleep-related breathing disorders	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	14. Central disorders of hypersomnolence	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	15. Sleep-related movement disorders	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	16. Parasomnia	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	17. Insomnia	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	18. Circadian disorders of the sleep-wake cycle	**Level 1** Have heard of some of the topics in this knowledge guide	**Level 3** know how to apply this knowledge to practice	**Level 4** frequently show they can apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice)

Learning, teaching, and assessment requirements

Overview

Requirements over the course of training

What do trainees need to do?	When do trainees need to do it?
Entry	
1 training application	At the start of the specialty foundation phase. Due 28 February if starting at the beginning of the year and 31 August if starting mid-year.
Learning	
Minimum 36 months full time equivalent (FTE) professional experience	Minimum 12 months FTE during each phase.
1 procedural logbook	Over the course of Advanced Training.
Attend 1 national or international scientific meeting	Before the end of Advanced Training.
RACP Advanced Training Orientation resource	During the first 6 months of the specialty foundation phase.
RACP Supervisor Professional Development Program	Before the end of Advanced Training.
RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	Before the end of Advanced Training, if not completed during Basic Training. Recommended completion before the specialty consolidation phase.
RACP Health Policy, Systems and Advocacy resource	Before the end of Advanced Training. Recommended completion before the transition to fellowship phase.
Recommended resources	Recommended completion over the course of Advanced Training.
Teaching	
Nominate 1 research project supervisor	Recommended to be nominated before the specialty consolidation phase.
Assessment	
1 research project	Before the end of Advanced Training. Recommended submission before the transition to fellowship phase.

Requirements per phase

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

12 observation captures	Minimum 1 per month.
4 progress reports	Minimum 1 every 3 months.

Entry

Training application

Requirement
1 x training application, at the start of the specialty foundation phase.
Purpose
The training application supports trainees to:
- confirm that they meet the program entry criteria   - provide essential details for program enrolment, ensuring compliance with RACP standards   - establishes a formal foundation for their training pathway, enabling access to program resources and support   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). Trainees can submit rotation plans and complete assessments while waiting for their application to be approved.
How to apply
Trainees are to submit a training application for the program using TMP.
Due dates
28 February if starting at the beginning of the year.
31 August if starting mid-year.

Learning

Learning blueprint

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

Learning goals	Learning requirements							
	Professional experience	Learning plan	RACP Advanced Training Orientation resource	RACP Supervisor Professional Development Program	RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	RACP Health Policy, Systems and Advocacy resource	National or international scientific meeting attendance	Procedural logbook
1. Professional behaviours	Could align	Will align	Will align	Will align	Will align	Will align	Could align	x
2. Team leadership	Could align	x	x	x	x	x	x	x
3. Supervision and teaching	Could align	x	x	Will align	x	x	x	x
4. Quality improvement	Could align	x	x	x	x	x	Could align	x
5. Clinical assessment and management	Could align	x	x	x	x	x	Could align	x
6. Management of transitions in care	Could align	x	x	x	x	x	Could align	x
7. Longitudinal care	Could align	x	x	x	Will align	x	Could align	x
8. Communication with patients	Could align	x	x	x	x	x	x	x
9. Prescribing	Could align	x	x	x	x	x	Could align	x
10. Investigations	Could align	x	x	x	x	x	Could align	Will align

11. **Clinic management and procedures**	Could align	x	x	x	x	x	Could align	Will align
12. **Scientific foundations of sleep medicine (including investigations and measurements)**	Could align	x	x	x	x	x	Could align	x
13. **Sleep-related breathing disorders**	Could align	x	x	x	x	x	Could align	x
14. **Central disorders of hypersomnolence**	Could align	x	x	x	Could align	x	Could align	x
15. **Sleep-related movement disorders**	Could align	x	x	x	Could align	x	Could align	x
16. **Parasomnia**	Could align	x	x	x	x	x	Could align	x
17. **Insomnia**	Could align	x	x	x	x	x	Could align	x
18. **Circadian disorders of the sleep-wake cycle**	Could align	x	x	x	x	x	Could align	x

Professional experience

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

Professional experience
• Complete at least 36 months of relevant professional experience in approved rotations.
Location of training
• It is recommended that trainees complete training in at least 2 different accredited training settings.
• Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.
Experiential training
Minimum 24 months in settings accredited towards sleep medicine.
Maximum 12 months in an approved non-core training position. The following may be suitable non-core training for sleep medicine:
• Respiratory medicine
• Neurology
• Psychiatry
• overseas training in sleep medicine or any of the above areas
• research or academic study via (MD, PhD or master's degree) that is specific or relevant to respiratory or sleep medicine

Rotation plan

Requirement
1 x rotation plan per rotation.
Description
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.
Purpose
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
How to complete it
Trainees can submit a rotation plan in TMP under the training plan tab.
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.

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. See these completed rotation plans for examples of the learning opportunities that may be available for each learning goal.

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.

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.

Due dates

28 February for rotations in the first half or whole of the year.

31 August for rotations in the second half of the year.

Procedural logbook

Requirement
1 x procedural logbook, completed over the course of Advanced Training.
Description
The logbook is a learning tool that helps trainees capture data about and reflect on specific workplace experiences. The logbook tool is currently under development.
How to complete it
Trainees can use the logbook template provided to record data and reflect on workplace experiences. The logbook can be submitted via TMP under the assessment requirements tab

National or international scientific meeting attendance

Requirement
Attend 1 x national or international scientific meeting, before the end of Advanced Training.
Description
National meetings include those provided by:

- RACP

- Australasian Sleep Association (ASA)

International meeting organisers can include those by the World Sleep Society.

Purpose

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

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

How to complete it

Trainees are to submit evidence of attendance in the TMP under the assessment requirements tab.

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), consisting of 3 workshops, completed by the end of Advanced Training.

Description
The SPDP consists of 3 workshops: - Practical skills for supervisors - Teaching and learning in healthcare - Work-based learning and assessment See Supervisor Professional Development Program for more information on the program.

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

How to complete it
Register for a supervisor workshop. Trainees can complete the SPDP in three ways: - Virtual workshops - Face-to-face workshops - Online courses. Workshops are free and presented by volunteer Fellows trained in SPDP facilitation.

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

Requirement
1 x Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, if not completed during Basic Training. Trainees must complete the resource by the end of their Advanced Training however it's recommended they complete it before the specialty consolidation phase.

Description
The Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource teaches best practice medicine for Aboriginal, Torres Strait Islander and Māori patients through reflection on the trainee's own cultural values and recognition of their influence on professional practice. Estimated completion time: 2 hours.

Purpose
This resource supports trainees' learning aligned with the "professional behaviours" learning goal. Specialist training requires trainees to: - examine their own implicit biases - be mindful of power differentials

- develop reflective practice

- undertake transformative unlearning

- contribute to a decolonisation of health services for Indigenous peoples

How to complete it
Trainees can complete the Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource on RACP Online Learning.
Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

RACP Health Policy, Systems and Advocacy resource

Requirement
1 x RACP Health Policy, Systems and Advocacy resource, completed by the end of Advanced Training.
Description
This resource has been designed for Advanced Trainees, as an introduction to health policy, systems, and advocacy.
Estimated completion time: 5 hours.
Purpose
The resource aims to support Advanced Trainees in meeting the health policy, systems, and advocacy professional standard and underpinning competencies outlined in their specialty curriculum, and to enable connections between Advanced Trainees' own practice and the nature and attributes of local, national, and global health systems.
How to complete it
Trainees can complete the RACP Health Policy, Systems and Advocacy resource on RACP Online Learning.
Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

Recommended resources

- RACP Communication Skills resource
- RACP Ethics resource
- RACP Introduction to Leadership, Management and Teamwork resource
- RACP Research Projects resource
- RACP eLearning resources
- RACP curated collections

Teaching

Supervision

Rotation supervisors

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

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

Nominating eligible supervisors

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

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

Research project supervisor

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

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

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

Assessment

Assessment blueprint

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

Learning goals	Assessment tools			
	Learning capture	Observation capture	Progress report	Research project
1. Professional behaviours	Could assess	Could assess	Will assess	Will assess
2. Team leadership	Could assess	Could assess	Will assess	x
3. Supervision and teaching	Could assess	Could assess	Will assess	x
4. Quality improvement	Could assess	Could assess	Will assess	Could assess
5. Clinical assessment and management	Could assess	Could assess	Will assess	x
6. Management of transitions in care	Could assess	Could assess	Will assess	x
7. Longitudinal care	Could assess	Could assess	Will assess	x
8. Communication with patients	Could assess	Could assess	Will assess	x
9. Prescribing	Could assess	Could assess	Will assess	x
10. Investigations	Could assess	Could assess	Will assess	x
11. Clinical management and procedures	Could assess	Could assess	Will assess	x
12. Scientific foundations of sleep medicine (including	Could assess	Could assess	Will assess	Could assess

investigations and measurements)				
13. Sleep-related breathing disorders	Could assess	Could assess	Will assess	Could assess
14. Central disorders of hypersomnolence	Could assess	Could assess	Will assess	Could assess
15. Sleep-related movement disorders	Could assess	Could assess	Will assess	Could assess
16. Parasomnia	Could assess	Could assess	Will assess	Could assess
17. Insomnia	Could assess	Could assess	Will assess	Could assess
18. Circadian disorders of the sleep-wake cycle	Could assess	Could assess	Will assess	Could assess

Learning capture

Requirement
12 x learning captures per phase of training, minimum 1 per month.
Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).
Description
The learning capture is a work-based assessment 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.
Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).

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

How to complete it
Progress reports are completed via TMP under the assessment requirements tab.

Trainees must:
- self-assess against the program's learning goals
- record any leave taken during the covered training period
- provide summary comments about the rotation

For more information on how to complete a progress report review the training resources.

Research project

Requirement
1 x research project over the course of Advanced Training.

Description
The research project should be one with which the trainee has had significant involvement in designing, conducting the research and analysing data. Trainees may work as part of a larger research project but must have significant input into a particular aspect of the study.

Research projects are not required to be specialty-specific but are required to be broadly relevant to trainees' area of specialty. Broadly relevant can be defined as topics that can enhance, complement and inform trainees' practice in the chosen specialty.

Three types of research projects are accepted:

Three research project types are accepted:
- research in:
  - human subjects, populations and communities and laboratory research
  - epidemiology
  - education
  - leadership
  - medical humanities
  - areas of study which can be applied to care of patients or populations
- audit
- systematic review

The trainee must have a research project supervisor who may or may not be one of their rotation supervisors.

The research project is marked by the training committee as pass, fail or resubmit and trainees receive qualitative feedback about their project. The research project should be submitted for marking by the end of the specialty consolidation phase to allow time for resubmission in the transition to Fellowship phase if the project is unsatisfactory.

Purpose

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

How to complete it

Detailed information on how to complete the research project can be found in the Advanced Training research project guidelines and can be submitted via TMP under the assessment requirements tab.

There are 3 deadlines that must be followed when submitting an Advanced Training Research Project. Trainees can choose to submit their Research Project on any of these 3 dates during the year.

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

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

Roles and responsibilities

Advanced Trainee

Role
A member who is registered with the RACP to undertake one or more Advanced Training programs.
Responsibilities
- Maintain employment in accredited training settings.   - Act as a self-directed learner: - be aware of the educational requirements outlined in the relevant curricula and education policies   - actively seek and reflect on feedback from assessors, supervisors, and other colleagues   - plan, reflect on, and manage their learning and progression against the curricula standards   - adhere to the deadlines for requirements of the training program.   - Actively participate in training setting / network accreditation undertaken by the RACP.   - Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Rotation supervisor

Role
A consultant who provides direct oversight of an Advanced Trainee during a training rotation.
Responsibilities
- Be aware of the educational requirements outlined in the relevant curricula and education policies.   - Oversee and support the progression of Advanced Trainees within the setting: - Assist trainees to plan their learning during the rotation.   - Support colleagues to complete observation captures with trainees.   - Provide feedback to trainees through progress reports.   - Actively participate in rotation accreditation undertaken by the RACP.   - Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Assessor

Role
A person who provides feedback to trainees via the Observation Capture or Learning Capture tool. This may include consultants and other medical professionals, allied health professionals, nursing staff, patients and their families, administrative staff, and consumer representatives.

Responsibilities

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

Progress Review Panel

Role
A group convened to make evidence-based decisions on Advanced Trainees' progression through and certification of training. More information on Progress Review Panels will be available in 2025.

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

RACP oversight committees

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

Responsibilities

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

Resources

For trainees

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

For supervisors

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