NEW CURRICULA

Learning, teaching and assessment programs

Advanced Training in Neurology (AM)

RACP
Specialists. Together

About this document

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

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

Contents

Program overview **4**
About the program **5**
Purpose of Advanced Training 5
Overview of specialty 5
Supervising committee 6
Qualification 6
Learning goals and progression criteria **7**
Learning, teaching and assessment structure 7
Entry criteria 8
Progression criteria 8
Learning goals 9
Learning, teaching and assessment requirements **13**
Overview 13
Entry 15
Training application 15
Learning 16
Learning blueprint 16
Professional experience 20
Rotation plan 21
ANZAN / ESA EEG workshop 23
EMG workshop 23
Neuropathology and neuroimaging course (ANZAN / BMRI) 24
Neurophysiology logbook 24
ANZAN Annual Scientific Meeting 25
Brain School attendance 25
Courses 26
Recommended resources 28
Teaching 29
Supervision 29
Assessment 30
Assessment blueprint 30

Learning capture 32
Observation capture 32
Progress report 33
Research project 33
Roles and responsibilities 35
Advanced Trainee 35
Rotation supervisor 35
Assessor 36
Progress Review Panel 36
RACP oversight committees 37
Resources 38
For trainees 38
For supervisors 38

Program overview

CURRICULUM STANDARDS

The curriculum standards are summarised as **23** learning goals. The learning goals articulate what trainees need to be, do, and know, and are assessed throughout training.

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment and management 6. Management of transitions in care 7. Acute care 8. Longitudinal care 9. Communication with patients 10. Prescribing 11. Procedures 12. Investigations 13. Clinic management 14. End-of-life care
KNOW	15. Scientific foundations of neurology 16. Pain, including headaches and facial pain 17. Disorders of consciousness and sleep 18. Disorders of memory, including dementia 19. Paroxysmal disorders, including seizures, syncope, and stroke 20. Disorders of vision and other senses 21. Weakness and sensory change – central and peripheral disorders 22. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo 23. Movement disorders

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.

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 full-time equivalent (FTE) professional experience

1 rotation plan per rotation

1 ANZAN / ESA EEG workshop

1 electromyography (EMG) workshop

1 neuropathology and neuroimaging course (ANZAN / BMRI)

1 neurophysiology logbook

1 ANZAN Annual Scientific Meeting

Brain School 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

The practice of neurology encompasses the diagnosis and management of diseases affecting the central, peripheral, and autonomic nervous systems, as well as muscle.

Neurologists demonstrate an understanding of the nervous system and how it is affected by disease and ageing, as well as the processes for treatment and management of chronic, acute, and emergency conditions. With an ageing population, rates of neurological disorders are high, and are projected to increase further. In the future these brain disorders will have a greater cost to the Australian and Aotearoa New Zealand economy than heart disease, cancer, and respiratory disease combined. There is a rapid expansion of treatment and therapies within the specialties that are changing the lives of those living with neurological disorders.

Neurologists develop high-level communication skills to support patients across a range of inpatient and outpatient settings throughout the course of their adult life.

Neurologists are skilled diagnosticians who reach accurate diagnoses by taking detailed histories, performing thorough neurological examinations, and investigating patients rationally by using tools such as imaging, lumbar puncture (LP), neurophysiology, and/or neuropsychology. Neurologists are expected to be skilled in the interpretation of nerve conduction studies (NCS), electromyography (EMG), and electroencephalography (EEG). They also:

- **apply a multidisciplinary approach.** Neurologists are required to work effectively as part of a multidisciplinary team. They need to liaise with other medical and allied health professionals to optimise patient outcomes.
- **work sensitively with a variety of patients.** Neurologists work with patients to address determinants of health that affect them and their access to needed health services or resources, providing culturally safe education and support in a professional, empathic, and non-judgemental manner. Some neurological conditions are untreatable so the

neurologist must be able to provide a prognosis and support to these patients and their carers, as well as manage end-of-life issues.

- **demonstrate strong communication skills.** Neurologists must develop an effective interviewing technique to support their investigations. They appreciate when referral to a more appropriate or more qualified practitioner in a particular subspecialty is necessary.
- **apply a scholarly approach.** Neurologists conduct and apply research to make evidence-based decisions that improve the treatment and management of their patients. Furthermore, the rapid expansion in knowledge, particularly in areas of diagnosis and treatment, necessitates the ability to keep up to date with research, and the neurologist must identify appropriate resources to do this.

Supervising committee

The program is supervised by the Training Program Committee in Neurology.

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 (FTE) 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 neurologist
	• 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.

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 **23** 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 that allow 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 10 domains of professional practice
Do: Entrustable Professional Activities (EPAs)	Is able to **be present and observe**	Is able to **act with direct supervision**	Is able to **act with indirect supervision** (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

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	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** behaves in line with all 10 domains of professional practice	**Level 5** **consistently** behaves in line with all 10 domains of professional practice	**Level 5** **consistently** behaves in line with all 10 domains of professional practice	**Level 5** **consistently** behaves in line with all 10 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 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
	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 care 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. Acute care: Manage the early care of acutely unwell 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
	8. Longitudinal care: Manage and coordinate the 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
	9. 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
	10. Prescribing: Prescribe therapies tailored to patients' needs and conditions	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	11. Procedures: 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

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	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:*
	12. 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
	13. Clinic management: Manage an outpatient clinic	**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
	14. End-of-life care: Manage the care of patients at the end of their lives	**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
Know	**15. Scientific foundations of neurology**	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	16. Pain, including headaches and facial pain	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	17. Disorders of consciousness and sleep	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	18. Disorders of memory, including dementia	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	19. Paroxysmal disorders, including seizures, syncope, and stroke	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	20. Disorders of vision and other senses	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	21. Weakness and sensory change – central and peripheral 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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	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:*
	22. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	**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 apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	23. 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 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.
Learning	
Minimum 36 months FTE professional experience	Minimum 12 months FTE during each phase.
1 ANZAN / ESA EEG workshop	Before the end of Advanced Training. Recommended completion before the specialty consolidation phase.
1 electromyography (EMG) workshop	Before the end of Advanced Training.
1 neuropathology and neuroimaging course (ANZAN / BMRI)	Before the end of Advanced Training.
1 neurophysiology logbook	Before the end of Advanced Training.
1 ANZAN Annual Scientific Meeting	Before the end of Advanced Training.
Brain School attendance	Throughout 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 (or prior to starting) 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 training application, at the start of the specialty foundation phase.
Purpose
The training application supports trainees to: • confirm they meet the program entry criteria • provide essential details for program enrolment, ensuring compliance with RACP standards • establish a formal foundation for their training pathway, enabling access to program resources and support. The application form will be reviewed by RACP staff. Trainees will be able to track the status of applications 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 *could align* and *will align* with the learning requirements.

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

	Learning requirements					
Learning goals	**Professional experience**	**Rotation 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**
13. Clinic management	Could align	x	x	x	x	Will align
14. End-of-life care	Could align	x	x	x	x	x
15. Scientific foundations of neurology	Could align	x	x	x	x	x
16. Pain, including headaches and facial pain	Could align	x	x	x	x	x
17. Disorders of consciousness and sleep	Could align	x	x	x	x	x
18. Disorders of memory, including dementia	Could align	x	x	x	x	x
19. Paroxysmal disorders, including seizures, syncope, and stroke	Could align	x	x	x	x	x
20. Disorders of vision and other senses	Could align	x	x	x	x	x
21. Weakness and sensory change – central and peripheral disorders	Could align	x	x	x	x	x
22. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could align	x	x	x	x	x
23. Movement disorders	Could align	x	x	x	x	x

	Learning requirements					
Learning goals	**ANZAN / ESA EEG workshop**	**EMG workshop**	**Neuropathology and neuroimaging course (ANZAN / BMRI)**	**Neurophysiology logbook**	**ANZAN Annual Scientific Meeting**	**Brain School attendance**
1. Professional behaviours	x	x	Will align	x	Will align	Will align
2. Team leadership	x	x	x	x	x	x
3. Supervision and teaching	x	x	x	x	x	x
4. Quality improvement	x	x	x	x	Could align	x
5. Clinical assessment and management	Will align	Will align	Will align	x	Could align	Could align
6. Management of transitions in care	Could align	Could align	Could align	x	Could align	Could align
7. Acute care	Will align	Will align	Will align	x	Could align	Could align
8. Longitudinal care	Could align	Could align	Could align	x	Could align	Could align
9. Communication with patients	Could align	Could align	Could align	x	Could align	Could align
10. Prescribing	Could align	Could align	Could align	x	Could align	Could align
11. Procedures	Will align	Will align	Will align	Will align	Could align	Could align
12. Investigations	Will align	Will align	Will align	Will align	Could align	Could align
13. Clinic management	Will align	Will align	Will align	x	Could align	Could align
14. End-of-life care	Could align	Could align	Could align	x	Could align	Could align
15. Scientific foundations of neurology	Will align	Will align	Will align	x	Could align	Will align
16. Pain, including headaches and facial pain	x	Will align	Will align	x	Could align	Will align
17. Disorders of consciousness and sleep	Will align	Could align	Will align	x	Could align	Will align

Learning goals	Learning requirements					
	ANZAN / ESA EEG workshop	EMG workshop	Neuropathology and neuroimaging course (ANZAN / BMRI)	Neurophysiology logbook	ANZAN Annual Scientific Meeting	Brain School attendance
18. Disorders of memory, including dementia	Will align	Could align	Will align	x	Could align	Will align
19. Paroxysmal disorders, including seizures, syncope, and stroke	Will align	Could align	Will align	x	Could align	Will align
20. Disorders of vision and other senses	Could align	Will align	Will align	x	Could align	Will align
21. Weakness and sensory change – central and peripheral disorders	Could align	Will align	Will align	x	Could align	Will align
22. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could align	Will align	Will align	x	Could align	Will align
23. Movement disorders	Could align	Will align	Will align	x	Could align	Will align

Professional experience

Approval of a first non-core year of training requires completion of a core year of neurology training to ensure the expected standards are met. Trainees who do not meet this standard may require more time in the foundation phase of training.

Professional experience

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

Location of training

- Complete training in at least 2 different accredited training settings (recommended).
- Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.

Experiential training

Core training

- Minimum 24 months FTE in accredited core neurology training positions.

Guidelines for trainees – expected professional experiences from core settings (can be completed concurrently):

- direct responsibility for emergency assessment and inpatient care of general neurology patients – minimum FTE 8 months
- on-call for neurological emergencies – minimum FTE 12 months
- neurology consultations within a general hospital – minimum FTE 12 months
- neurology ambulatory care clinics – minimum of 100 per year
- exposure to neuroimaging multidisciplinary team.

Non-core training

- Maximum 12 months in approved non-core training in:
    - rotations directly related to clinical neurology. Rotations may include a component of neuroscience research.

Guidelines for trainees starting training with a non-core rotation

- Although it is possible to start neurology training with a non-core rotation, the Training Program Committee cautions against this approach. It is recommended that trainees commence with a core training rotation, to ensure sufficient knowledge and skill acquisition, before pursuing complementary learning experiences during non-core training.
- All non-core training must be prospectively approved by the TPC in Neurology.
- Most acceptable non-core training positions involve subspecialisation in neurology. It is challenging for trainees to progress against the neurology Specialty Foundation Phase learning goals when starting training with a non-core year as they have not yet acquired the necessary foundational knowledge and skills through core neurology rotations.
- Non-core rotation plans should outline how at least 4 knowledge learning goals (15-23) will be addressed during the rotation. To further support the rotation plan, it is recommended that trainees indicate the opportunities available during the rotation that will assist them in addressing these learning goals.
- During non-core training, trainees must:
    - demonstrate progress against the neurology learning goals
    - meet the expected standard as set out in the progression levels to transition to the next phase of training.
- Trainees who do not meet this standard may require more time in the specialty foundation (first) phase of training.

- Trainees are not considered neurology trainees until they have been selected into training via the ANZAN Match process. Trainees undertaking non-core training prior to being selected into training may, once successfully selected into neurology training, apply for recognition of prior learning for their non-core year. Recognition will be dependent on the application demonstrating equivalence of training, including evidence of meeting specialty learning goals, progress and assessment requirements as outlined in the LTA for Neurology Advanced Training.
- Trainees who undertake a non-core rotation in their first year of training will be given conditions upon progression to assist them in developing foundational neurology skills and knowledge that may not have been developed in the non-core rotation. This will ensure that they are able to reach the required standard by the end of the Specialty Consolidation phase.
- It should be noted, in line with RACP Selection into Training policies, selection and employment for core training positions are linked and occur through the ANZAN Match. Trainees who pass the selection process and then commence with a non-core position due to their ranking and preferences, will be required to apply via the Match again to be allocated to a core position in a subsequent year. This is a competitive process and allocation to a core position is not guaranteed for trainees commencing with a non-core position.

Rotation plan

Requirement
1 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 this completed rotation plan 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.

ANZAN / ESA EEG workshop

Requirement
1 ANZAN / ESA EEG workshop at least once during Advanced Training. Completion is recommended before the specialty consolidation phase.
Description
The EEG course is provided by Australian and New Zealand Association of Neurologists (ANZAN) and the Epilepsy Society of Australia. It is held over 2 days and provides a theoretical and practical background to the reading and reporting of routine adult and paediatric EEGs. The course is held annually in February in large metropolitan centres, with training centres required to support trainee attendance.
Purpose
The course provides the core trainee with key skills in electrophysiological, practical, and procedural areas related to EEGs. It provides a consistent and safe approach to reading and reporting EEGs for new neurology trainees who may have no experience with EEGs.
How to complete it
Register for the ESA EEG workshop through the ANZAN website. Workshop details will become available when registrations open. Once you have attended the workshop, update the relevant learning requirement in TMP. The college will verify attendance before marking the requirement as complete.

EMG workshop

Requirement
1 EMG workshop at least once during Advanced Training.
Description
The course is held in large metropolitan centres, with training centres required to support trainee attendance. It is provided by Australian and New Zealand Association of Neurologists (ANZAN). The course is held annually over a weekend.
Purpose
The workshop provides a structured teaching opportunity to ensure all trainees are provided with the important neurophysiology and practical skills to achieve level 1 training. Performing EMG studies alone is not sufficient to achieve this level of training, and the course ensures both didactic and practical teaching of key electrophysiological, practical, and procedural knowledge is provided.
How to complete it
Register for the EMG workshop through the ANZAN website. Workshop details will become available when registrations open. Once you have attended the workshop, update the relevant learning requirement in TMP. The College will verify attendance before marking the requirement as complete.

Neuropathology and neuroimaging course (ANZAN / BMRI)

Requirement
1 neuropathology and neuroimaging course* at least once during Advanced Training. **While the ANZAN/BMRI neuropathology and neuroimaging course is unavailable:* • *complete the Radiopaedia adult neuroradiology review course* • *completion of the neuropathology component is not required for completion of Advanced Training. It is recommended that trainees complete the replacement ANZAN neuropathology course once it becomes available.*
Description
The Radiopaedia Adult Neuroradiology Review Course provides on-demand teaching in key concepts in adult neuroradiology interpretation. The course covers a range of neurological conditions and includes practical cases, accompanying slides and review questions. This course is free to access for ANZAN members.
Purpose
The course develops trainees' knowledge and skills in adult neuroradiology interpretation, including recognising characteristic imaging features and distinguishing between relevant differential diagnoses. Practical cases support the application of these skills to the investigation and diagnosis of neurological conditions.
How to complete it
Register for the Radiopaedia Adult Neuroradiology Review Course through the Radiopedia website. Submit the certificate of completion in TMP under the assessment requirements tab.

Neurophysiology logbook

Requirement
1 logbook, completed by the end of Advanced Training.
Description
The logbook is a learning tool that helps trainees capture data about and reflect on specific workplace experiences.
How to complete it
Maintain one logbook over the course of training, using the logbook template to record data and reflect on workplace experiences. Submit the logbook twice per phase of training (i.e. every 6 months FTE) via TMP under the assessment requirements tab. Refer to the instructions tab of the logbook template for more information.

ANZAN Annual Scientific Meeting

Requirement
1 attendance of an ANZAN Annual Scientific Meeting before the end of Advanced Training.
Description
ANZAN runs a yearly, 4-day Annual Scientific Meeting that provides trainees a concentrated learning opportunity aligned to the learning goals, as well as provide robust training on subspeciality areas of neurology they may not otherwise experience.
Purpose
Trainees can attend lectures from international and Australian and Aotearoa New Zealand experts in particular subspeciality areas of neurology they would not otherwise experience, and have opportunities to network with colleagues and potential supervisors.
How to complete it
Register for the Annual Scientific Meeting through the ANZAN website. Submit certificate of completion in TMP under the assessment requirements tab.

Brain School attendance

Requirement
Trainees are encouraged to attend Brain School sessions throughout Advanced Training. To complete this requirement, trainees must submit one learning capture based on the content and learning from a Brain School session by the end of Advanced Training. Inability to attend sessions consistently is not a barrier to completion of training.
Description
The National Brain School Series is a neurology advanced trainee resource. It runs on the second Wednesday of every month (February to November) from 2pm-5pm. Sessions can be viewed via videoconference. Presentations are recorded and accessible for 2 weeks after the session only via the members area of the ANZAN website.
Purpose
The series aims to provide trainees with the background theoretical knowledge around common and important issues within paediatric neurology, adding practical knowledge to help them tackle difficult situations on the ward and emergency department, as well as preparing them for future life as a paediatric neurology consultant.
How to complete it
Information on how to register and access recordings can be found on the RACP website. Complete one learning capture reflecting on what you learnt from a Brain School session. This can contribute towards one of the 12 required learning captures for the phase in which it is completed. Provide evidence of the associated learning capture in TMP under the assessment requirements tab.

Courses

RACP Advanced Training Orientation resource

Requirement
1 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 is a 'one-stop shop' 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 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.
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 3 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 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. Completion is recommended before the specialty consolidation phase.

Description

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

Estimated completion time: 2 hours.

Purpose

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

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

How to complete it

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

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

RACP Health Policy, Systems and Advocacy resource

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

Recommended resources

- 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

Core training

- Trainees are to have 2 individuals for the role of Rotation Supervisor who are Fellows of the RACP in neurology.

Non-core training

- 2 individuals for the role of Rotation Supervisor:
  - minimum of 1 supervisor per rotation who is a Fellow of the RACP in neurology or an individual with equivalent physician accreditation (this may be a third / remote supervisor).

Nominating eligible supervisors

Trainees will be asked to nominate rotation supervisors as part of their rotation 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 the College to confirm supervisor eligibility.

Research project supervisor

Trainees are to nominate 1 research project supervisor over the course of Advanced Training. Nominations are recommended 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.

	Assessment tools			
Learning goals	**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. Acute care	Could assess	Could assess	Will assess	x
8. Longitudinal care	Could assess	Could assess	Will assess	x
9. Communication with patients	Could assess	Could assess	Will assess	x
10. Prescribing	Could assess	Could assess	Will assess	x
11. Procedures	Could assess	Could assess	Will assess	x
12. Investigations	Could assess	Could assess	Will assess	x
13. Clinic management	Could assess	Could assess	Will assess	x

Learning goals	Assessment tools			
	Learning capture	Observation capture	Progress report	Research project
14. End-of-life care	Could assess	Could assess	Will assess	x
15. Scientific foundations of neurology	Could assess	Could assess	Will assess	x
16. Pain, including headaches and facial pain	Could assess	Could assess	Will assess	x
17. Disorders of consciousness and sleep	Could assess	Could assess	Will assess	x
18. Disorders of memory, including dementia	Could assess	Could assess	Will assess	x
19. Paroxysmal disorders, including seizures, syncope, and stroke	Could assess	Could assess	Will assess	x
20. Disorders of vision and other senses	Could assess	Could assess	Will assess	x
21. Weakness and sensory change – central and peripheral disorders	Could assess	Could assess	Will assess	x
22. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could assess	Could assess	Will assess	x
23. Movement disorders	Could assess	Could assess	Will assess	x

Learning capture

Requirement
12 learning captures per phase of training, minimum 1 per month. *Refer to RACP Flexible Training Policy for 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 observation captures per phase of training, minimum 1 per month. *Refer to RACP Flexible Training Policy for 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 progress reports per phase of training, minimum 1 every 3 months. *Refer to RACP Flexible Training Policy for 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
Progress reports assess knowledge and skill development, track progress against the phase criteria, and provide targeted feedback for improvement.
How to complete it
Progress reports 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 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 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.

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

Roles and responsibilities

Advanced Trainee

Role
A member who is registered with the RACP to undertake one or more Advanced Training programs.
Responsibilities

• Maintain employment in accredited and/or approved training settings in accordance with training program requirements.
• 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 learning and progression against the curricula standards
  ○ adhere to the deadlines for requirements of the training program.
• Actively participate in accreditation activities 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 accreditation activities 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 Progress Review Panel is a group convened to meet and make evidence-based decisions on trainees' progression through training.

Progress Review Panels ensure the integrity and transparency of progression and completion decisions related to Basic and Advanced Trainees.

Panels are considered experts in the training program, including the curriculum standards, requirements, and administration of the program.

Responsibilities

1. **Make decisions on progression** for all trainees in a training program. The panel will assess if trainees have met or are on track to meet the expected standard for their phase of training, including the completion of learning, teaching and assessment requirements.

2. **Manage trainee conditions to enable trainees to progress** by reviewing trainee performance. Where required, panels will set conditions for trainees to meet, with the goal of helping trainees achieve the program learning goals and progression or completion criteria.

Types of Progress Review Panels

There are two types of RACP Progress Review Panels:

- Primary panel: A primary Progress Review Panel is an RACP committee supported by an RACP staff member. Primary panels are existing Training Program Committees/Subcommittees and will have Progress Review Panel functions included as part of their operations and delegations.
- Secondary panel: These are local panels typically set up within a specific training setting, network, or geographic area. These panels will make progression decisions on behalf of the Training Program Committee and manage conditions placed on trainees.

Trainees will be able to review the panels they are assigned to in the TMP.

Trainee progress decisions, conditions and feedback

- Panels will monitor and review trainee progress and make a phase progression decision.
- Panels may add training conditions that trainees need to meet to progress in training or during their next phase of training.
- Trainees will be able to view progression decisions, conditions and panel feedback on the trainee progress tab in TMP.

RACP oversight committees

Role
RACP-administered committees with oversight of the Advanced Training Program in Australia and Aotearoa 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 contribute to the review of 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 secondary Progress Review Panels, where applicable to ensure the delivery of quality training.
- Provide feedback, guidance, recommendations, and reasoning for decision making to trainees and supervisors.
- Declare conflicts of interest and excuse themselves from decision making discussions when conflicts arise.
- Report to the overseeing RACP committee as required.

Resources

See RACP Online Learning for new curricula training and support resources.

For trainees

- Education policies
- Trainee support
- Trainee responsibilities
- Accredited settings
- Training fees

For supervisors

- Supervisor Professional Development Program
- RACP Research Supervision resource
- RACP Training Support resource
- RACP Creating a Safe Workplace resource