NEW CURRICULA

Learning, teaching and assessment programs

Advanced Training in Neurology (Paediatrics and Child Health)

RACP
Specialists. Together

About this document

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

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

Contents

Program overview

CURRICULUM STANDARDS

The curriculum standards are summarised as **25** 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 paediatric neurology 16. Congenital malformation disorders 17. Developmental delay and regression 18. Pain, including headache, facial pain, and sensory loss 19. Disorders of consciousness and sleep 20. Paroxysmal disorders, including seizures, syncope, and stroke 21. Disorders of vision and other senses 22. Weakness disorders of speech, language, and swallowing 23. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo 24. Movement disorders 25. Neonatal neurology

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

Developmental and psychosocial training

1 rotation plan per rotation

1 ANZAN / ESA EEG workshop

1 neurophysiology logbook

1 ANZCNS 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

PET 1, 2, and 3 course (recommended)

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

Paediatric neurologists demonstrate knowledge of neuroanatomy, neurogenetics, neuroimmunology, neuropathology, neuropharmacology, and neurophysiology, as well as neurological conditions, including those which are common and rare, and those which need to be dealt with as emergencies.

Paediatric neurologists work in public hospitals and private practice. They care for children from the antenatal period to adolescence, overseeing children and their families who have a broad range of neurological conditions. They apply adaptable but in-depth clinical skills appropriate to the developmental stage of the child. As knowledge in the field increases and the landscape is ever-changing, paediatric neurologists must be aware of and adapt with these changes.

Paediatric 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, neurophysiology, and/or genetics. They are expected to be familiar with neurophysiological investigations.

Paediatric neurologists:

- **apply a multidisciplinary approach.** Paediatric neurologists are required to work effectively as part of a multidisciplinary team. They need to liaise with other medical and allied health professionals.
- **work sensitively with a variety of patients and their families.** Paediatric neurologists work with patients, their families, whānau, and/or carers to address the determinants of health that affect them and their access to needed health services or resources.

They provide culturally safe education and support in a professional, empathic, and non-judgemental manner. Some neurological conditions are life-limiting so paediatric neurologists must be able to provide a prognosis and support to these patients and their families, whānau, and/or carers, as well as empathetically manage end-of-life issues.

- **demonstrate strong communication skills.** Paediatric neurologists must develop a personable interviewing technique to support their investigations, and an ability to relate to children and young people and their families, whānau, and/or carers. They appreciate when referral to a more appropriate or more qualified practitioner in a particular subspecialty is necessary.
- **apply an evidence-based approach.** Paediatric 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 paediatric neurologists must identify appropriate resources to do this.
- **demonstrate cultural competency.** Paediatric neurologists must empathetically consider cultural differences when assessing, managing, and counselling patients and their families, whānau, and/or carers. At times, this may include consideration or understanding of alternate therapies that may be desired, alongside evidence-based treatments.

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 paediatric 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 **25** 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 paediatric 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. Congenital malformation 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
	17. Developmental delay and regression	**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. Pain, including headache, facial pain, and sensory loss	**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. 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
	20. 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
	21. 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

		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. Weakness and disorders of speech, language, and swallowing	**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. 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
	24. 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
	25. Neonatal 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

Developmental & psychosocial training

Purpose

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

A mandatory period of D&P Training for all paediatricians was introduced to ensure that the changing nature of paediatric practice is reflected in the training programs. D&P is a requirement for all paediatric trainees to receive FRACP and may be completed during either Basic or Advanced Training.

Review of D&P

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

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

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

Aotearoa New Zealand

Requirement
The Developmental and Psychosocial (D&P) requirement can be met by completing a 3 month full-time equivalent rotation in relevant specialties or by documenting the management of suitable cases in a logbook.
Options available
Option A: 3 month FTE rotation The specialties listed below outline the suitable rotations to meet this requirement. • Adolescent medicine • Child protection and adolescent psychiatry • Community paediatrics • Developmental/behavioural paediatrics • Disability/rehabilitation paediatrics Rotations not suitable for D&P Training:

- Paediatric gastroenterology*
- Paediatric neurology**

* Exceptions may be possible if rotation is specifically designed to have a D&P Training focus. However, this would be unlikely in Basic Training and would require specific prospective approval.

** Rotation usually not possible unless there is significant developmental focus. Not possible at SHO level.

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

Option B: documentation of suitable cases in a logbook

Alternatively, trainees can gain the required training by managing suitable cases over a longer period with appropriate supervision. All training must be documented in a logbook.

Trainees must keep a record of at least 12 cases they have personally managed under supervision.

Logbook entries must cover a range of conditions:

- developmental problems, with a focus on the response of parents, families and caregivers to the diagnosis and ongoing care of the child with special needs.
- pervasive developmental disorders.
- general learning disability — the behaviour problems that arise secondary to this condition.
- chronic illness — behavioural and psychological problems resulting from chronic illness, and parent and family difficulties resulting from chronic conditions, such as diabetes, epilepsy, chronic arthritis, chronic respiratory disease, physical disability and childhood cancer.
- common behavioural paediatric problems such as enuresis, encopresis, sleep disturbance, eating difficulties, attention deficit and hyperactivity disorder, conduct disorder, anxiety, depression, and pre-school behavioural adjustment disorders.

Trainees are to provide a summary of the issues involved in each case and how they were managed. Copies of clinical letters are not appropriate.

Cases will generally accumulate over a 2-year period and each case record must be signed by the supervisor.

Resources

Psychosocial Logbook example text (PDF)
Psychosocial Logbook template (XLS)

Australia

Requirement

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

- Developmental/behavioural paediatrics
- Community paediatrics

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

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

Options available

Approved training options

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

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

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

  Other prospectively approved modules may be considered.

Aotearoa New Zealand and Australia

How to complete it

Trainees must provide details of how they completed the Developmental & Psychosocial (D&P) training requirement by submitting information via TMP as a Learning theme.

To do this, trainees must:

1. Nominate the corresponding requirement option that was completed
2. Provide relevant supporting details. This may include:
    - referencing the rotation plan if the training was completed as part of an applicable subspecialty term.
    - describing the approved rural or clinic-based setting.
    - listing the approved learning module undertaken and associated evidence (e.g. attendance records, case reports).
    - upload completed documentation as required.

How to apply

Contact Neurology@racp.edu.au to apply for approval of D&P Training.

Resources

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

Learning, teaching and assessment requirements

Overview

Requirements over the course of training

What do trainees need to do?	When do trainees need to do it?
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.
Developmental and psychosocial training	Before the end of Advanced Training, if not completed during Basic Training.
1 ANZAN / ESA EEG workshop	Before the end of Advanced Training. Recommended completion before the specialty consolidation phase.
1 neurophysiology logbook	Before the end of Advanced Training.
1 ANZCNS Annual Scientific Meeting	Before the end of Advanced Training.
Brain school attendance	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.
PET 1, 2, and 3 course (recommended)	Recommended completion before the end of Advanced Training.
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 paediatric neurology	Could align	x	x	x	x	x
16. Congenital malformation disorders	Could align	x	x	x	x	x
17. Developmental delay and regression	Could align	x	x	x	x	x
18. Pain, including headache, facial pain, and sensory loss	Could align	x	x	x	x	x
19. Disorders of consciousness and sleep	Could align	x	x	x	x	x
20. Paroxysmal disorders, including seizures, syncope, and stroke	Could align	x	x	x	x	x
21. Disorders of vision and other senses	Could align	x	x	x	x	x
22. Weakness and disorders of speech, language, and swallowing	Could align	x	x	x	x	x
23. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could align	x	x	x	x	x
24. Movement disorders	Could align	x	x	x	x	x
25. Neonatal neurology	Could align	x	x	x	x	x

	Learning requirements				
Learning goals	**ANZAN / ESA EEG workshop**	**Neurophysiology logbook**	**ANZCNS Annual Scientific Meeting**	**Brain school attendance**	**PET 1, 2, and 3 course (recommended)**
1. Professional behaviours	x	x	Will align	Will align	x
2. Team leadership	x	x	x	x	x
3. Supervision and teaching	x	x	x	x	x
4. Quality improvement	x	x	Could align	x	x
5. Clinical assessment and management	Will align	x	Could align	Could align	x
6. Management of transitions in care	Could align	x	Could align	Could align	x
7. Acute care	Will align	x	Could align	Could align	x
8. Longitudinal care	Could align	x	Could align	Could align	x
9. Communication with patients	Could align	x	Could align	Could align	x
10. Prescribing	Could align	x	Could align	Could align	x
11. Procedures	Will align	Will align	Could align	Could align	x
12. Investigations	Will align	Will align	Could align	Could align	x
13. Clinic management	Will align	x	Could align	Could align	x
14. End-of-life care	Could align	x	Could align	Could align	x
15. Scientific foundations of paediatric neurology	Will align	x	Could align	Will align	Will align
16. Congenital malformation disorders	Could align	x	Could align	Will align	x
17. Developmental delay and regression	Will align	x	Could align	Will align	x

Learning goals	Learning requirements				
	ANZAN / ESA EEG workshop	Neurophysiology logbook	ANZCNS Annual Scientific Meeting	Brain school attendance	PET 1, 2, and 3 course (recommended)
18. Pain, including headache, facial pain, and sensory loss	Will align	x	Could align	Will align	x
19. Disorders of consciousness and sleep	Will align	x	Could align	Will align	x
20. Paroxysmal disorders, including seizures, syncope, and stroke	Could align	x	Could align	Will align	Will align
21. Disorders of vision and other senses	Could align	x	Could align	Will align	x
22. Weakness and disorders of speech, language, and swallowing	Could align	x	Could align	Will align	x
23. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could align	x	Could align	Will align	x
24. Movement disorders	Could align	x	Could align	Will align	Will align
25. Neonatal neurology	Could align	x	Could align	Will align	Will align

Professional experience

Approval of a first non-core year of training requires completion of a core year of paediatric 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 paediatric neurology training positions.
- Guidelines for trainees – expected professional experiences from core settings (can be completed concurrently):
  - direct patient care
  - regular participation in an after-hours on call roster
  - 6 months FTE clinical epilepsy and EEG training OR 72 supervised neurophysiology reporting sessions.

Non-core training

- Maximum 12 months non-core training can be undertaken in any of the subspecialties of paediatric neurology, for example:
  - neurorehabilitation
  - neuroradiology
  - neurometabolic disease
  - neurogenetics
  - neuro-ophthalmology
  - neurophysiology
  - neuropathology
  - psychiatry
  - neuroscience research
  - clinical adult neurology.

- Guidelines for trainees commencing with non-core training:
  - core training is the foundational phase of neurology training, and it will be difficult to progress the training goals when starting with a non-core year due to the lack of foundation knowledge
  - all training must be prospectively approved
  - non-core training years are approved when a trainee has:
    - demonstrated progression in neurology learning goals
    - met the expected standard as set out in the progression levels to transition to the next phase of training
  - approval of a first non-core year of training requires completion of a core year of paediatric 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.

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 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 x ANZAN / ESA EEG workshop at least once during Advanced Training. Completion is recommended before the specialty consolidation phase.
Description
The EEG course is held over 2 days and provides a theoretical and practical background to the reading and reporting of routine adult and paediatric EEGs. It is held in large metropolitan centres, with training centres required to support trainee attendance. The course is provided by Australian and New Zealand Association of Neurologists (ANZAN) and the Epilepsy Society of Australia. The course is held annually in February.
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. Submit 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. The logbook tool is currently under development.
How to complete it
Trainees can use the logbook template (under development) to record data and reflect on workplace experiences. The logbook can be submitted via TMP under the assessment requirements tab

ANZCNS Annual Scientific Meeting

Requirement
1 attendance of an Australian and New Zealand Child Neurology Society (ANZCNS) Annual Scientific Meeting by the end of Advanced Training.
Description
Attending this 4-day face-to-face annual meeting fulfills a critically important role in the ongoing education of paediatric neurologists. This conference meets many functions in imparting education, including (but not limited to) the sharpening of skills, honing the ability to interact with peers and colleagues, giving the opportunity to try new equipment, discussing evolving novel and locally relevant ideas, developing consensus in contentious areas leading to improvement in health care delivery, and improving patient outcomes.
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 through the ANZAN website. Submit certificate of completion in TMP under the assessment requirements tab.

Brain school attendance

Requirement
1 brain school attendance before the end of Advanced Training. A trainee's inability to attend the course consistently is not a barrier to completion of training.
Description
Paediatric Brain School is a lecture series run by ANZCNS and RACP. The lecture series spans 3 years and is based around the paediatric neurology curriculum, providing didactic teaching for paediatric neurology advanced trainees within Australia and Aotearoa New Zealand. These sessions are delivered via videoconference. Presentations are recorded and can be accessed through Medflix.
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. Submit certificate of completion 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 settings • 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.

PET 1, 2, and 3 course (recommended)

Requirement
1 attendance at the PET 1, 2, and 3 course, completed by the end of Advanced Training.
Description
Paediatric epilepsy training (PET) is a series of 1 and 2-day courses developed by the British Paediatric Neurology Association (BPNA) in response to concerns about standards of care for children with epilepsy in the UK. The International League Against Epilepsy (ILAE) endorses PET. The ILAE identified PET as an effective, sustainable format to teach safe standard epilepsy practice to clinicians across all levels of healthcare. PET has been critically reviewed by paediatric neurologists around the world, who have concluded that this course teaches "safe standard epilepsy practice to clinicians, applicable to children in all countries" and that the training is "sensible, practical, and pragmatic".
Purpose
The courses are designed to ensure a consistent approach by all paediatric neurologists in this skill.
How to complete it
Register for PET 1, 2, or 3 courses and submit certificate of completion in TMP under the assessment requirements tab.

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
14. End-of-life care	Could assess	Could assess	Will assess	x

	Assessment tools			
Learning goals	**Learning capture**	**Observation capture**	**Progress report**	**Research project**
15. Scientific foundations of paediatric neurology	Could assess	Could assess	Will assess	x
16. Congenital malformation disorders	Could assess	Could assess	Will assess	x
17. Developmental delay and regression	Could assess	Could assess	Will assess	x
18. Pain, including headache, facial pain, and sensory loss	Could assess	Could assess	Will assess	x
19. Disorders of consciousness and sleep	Could assess	Could assess	Will assess	x
20. Paroxysmal disorders, including seizures, syncope, and stroke	Could assess	Could assess	Will assess	x
21. Disorders of vision and other senses	Could assess	Could assess	Will assess	x
22. Weakness and disorders of speech, language, and swallowing	Could assess	Could assess	Will assess	x
23. Disorders of gait and balance, including disequilibrium, dizziness, and vertigo	Could assess	Could assess	Will assess	x
24. Movement disorders	Could assess	Could assess	Will assess	x
25. Neonatal neurology	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.

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 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 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 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 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