

NEW CURRICULA

Learning, teaching, and assessment programs

Advanced Training in General Paediatrics



RACP
Specialists. Together

About this document

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

This document outlines the Advanced Training in General Paediatrics LTA programs for trainees and supervisors. It should be used in conjunction with the Advanced Training in General Paediatrics [curriculum standards](#).

Contents

Program overview	5
About the program	6
Purpose of Advanced Training	6
Overview of specialty.....	6
Supervising committee	7
Qualification.....	7
Learning goals and progression criteria	8
Learning, teaching, and assessment structure	8
Entry criteria	9
Progression criteria	9
Learning goals	10
Learning, teaching, and assessment requirements	14
Overview.....	14
Entry	16
Training application	16
Learning.....	17
Learning blueprint.....	17
Professional experience	19
Rotation plan	21
Learning theme 1: Developmental and behavioural paediatrics.....	22
Learning theme 2: Regional, rural, and remote paediatrics.....	22
Learning theme 3: Acute care	24
Learning theme 4: Neonatal and perinatal medicine	24
Learning theme 5: Adolescent and young adult medicine.....	25
Learning theme 6: Promote improved outcomes in child and adolescent health and development.....	25
Learning theme 7: Child safety and maltreatment.....	26
Learning theme 8: Research, quality, and improvement.....	27
Courses	28
Recommended resources	33

Teaching	34
Supervision.....	34
Assessment	35
Assessment blueprint	35
Learning capture	37
Observation capture	37
Progress report.....	38
Research project	38
Roles and responsibilities	40
Advanced Trainee.....	40
Rotation supervisor.....	40
Assessor	41
Progress review panel	41
RACP oversight committees.....	42
Resources.....	43
For trainees.....	43
For supervisors	43

Program overview

CURRICULUM STANDARDS

The [curriculum standards](#) are summarised as **21** 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 – essential general paediatrics 6. Clinical management – essential general paediatrics 7. Clinical assessment and management – neonatal and perinatal medicine 8. Clinical assessment and management – adolescent and young adult medicine 9. Clinical assessment and management – child safety and maltreatment 10. Clinical assessment and management – developmental and behavioural paediatrics 11. Acute care and procedures 12. Communication with patients, families, and health professionals 13. Promote improved outcomes in child and adolescent health and development 14. Regional, rural, and remote paediatric care
KNOW	15. Essential general paediatrics 16. Neonatal and perinatal medicine 17. Acute care 18. Developmental and behavioural paediatrics 19. Adolescent and young adult medicine 20. Child safety and maltreatment 21. Regional, rural, and remote paediatrics

LTA STRUCTURE

The learning, teaching, and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curriculum standards in the program. The program is structured in three phases. These phases establish clear checkpoints for trainee progression and completion.



Entry criteria

Prospective trainees must have:

- completed RACP Basic Training, including the Written and Clinical Examinations
- general medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand
- an Advanced Training position in an RACP-accredited training setting or network or an approved non-core training position

LTA PROGRAMS

The LTA programs outline the strategies and methods to learn, teach, and assess the curriculum standards.

Entry

- 1 [training application](#)

Learning

Minimum 36 months full-time equivalent (FTE)

[professional experience](#)

Developmental and psychosocial training*

- 1 [paediatric advanced life support course](#)

- 1 [child protection course](#)**

Fulfil 8 [learning themes](#)

[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](#)

[RACP Working with Migrants, Refugees and Asylum Seekers 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](#)

*Completion of Developmental and Behavioural learning theme will satisfy the Developmental and Psychosocial Training requirement.

**Not required if trainee completes 3 months child protection training

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

General paediatrics is a broad paediatric specialty which, on referral from primary care providers, provides expert diagnosis, treatment, and care for infants, children, and young people.

General paediatricians have a breadth and depth of knowledge and experience that makes them ideally suited to provide high-quality specialist services and comprehensive care across a broad spectrum of common acute and chronic conditions and associated health issues of a developmental and psychosocial nature.

General paediatricians provide holistic patient-centred care and work with families and carers across multiple settings, including tertiary, outer metropolitan, regional, and rural hospitals, as well as remote, outreach, and community clinics. General paediatricians work in multidisciplinary teams with inpatients and outpatients and are also involved in teaching, research, advocacy, and leadership, aiming to improve overall child health.

General paediatricians provide holistic clinical care to address the health needs of infants, children, adolescents, and young people, including:

- **assessing and managing common acute and chronic paediatric conditions, including presentations that are undifferentiated and/or complex.** These are issues which do not fall within the range of one subspecialty, and the integration of interdisciplinary expertise may be required.
- **providing a comprehensive coordination of services.** The general paediatric team provides an essential service for infants, children, and young people who require subspecialty care. General paediatricians work closely with children and their families and carers, general practitioners, children's educators, and allied health care professionals to maximise their health and wellbeing.

- **managing challenging circumstances to protect children and young people.** General paediatricians have an important role in working with community agencies that provide support to children and their families.
- **considering the broad needs of children to ensure they have the best opportunities for optimal development, and managing children within their broader family, community, and sociocultural context.** There are a variety of associations between social and cultural factors and health. There also may be critical stages in the life course during which the social environment has a stronger impact on later life health outcomes.

General paediatricians provide leadership and patient-centred care with compassion and strong communication and teamwork skills. Professional roles include:

- **advocacy.** General paediatricians have an important advocacy role to help improve the health and development of children and adolescents in Australia and Aotearoa New Zealand, with a strong focus on parental and infant mental health, nutrition, early childhood education, and vulnerable populations.
- **leadership and management.** General paediatricians work in close collaboration with other medical professionals, including general practitioners, subspecialists, paediatric nurses, allied health professionals, and associated community organisations within this multidisciplinary field.
- **teaching and research.** General paediatricians are involved in teaching current and future health professionals and doctors who are training to become paediatricians. Some general paediatricians are involved in child health research.
- **professional and ethical practice.** General paediatricians have a commitment to improving the safety, effectiveness, and experience of health care.

Supervising committee

The program is supervised by the Training Program Committee in General Paediatrics (Australia) and the Training Program Committee in General Paediatrics (Aotearoa New Zealand).

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 general paediatrician
- the ability and willingness to achieve the common learning goals for Advanced Training:
 - » team leadership
 - » supervision and teaching
 - » the professional behaviours, as outlined in the Competencies.

Entry criteria

Prospective trainees must have:

- completed RACP Basic Training, including the Written and Clinical Examinations
- general medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand
- an Advanced Training position in an RACP-accredited training setting or network or an approved non-core training position.

Progression criteria

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

- the ability to plan and manage their learning, and to complete their learning and assessment requirements in a timely manner
- achievement of the learning goals to the levels outlined in the [learning goal progression criteria](#).

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

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

Learning goals

The [curriculum standards](#) are summarised as **21** learning goals.

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

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

Levels	1	2	3	4	5
Be: Competencies (professional behaviours)	Needs to work on behaviour in more than 5 domains of professional practice	Needs to work on behaviour in 4 or 5 domains of professional practice	Needs to work on behaviour in 2 or 3 domains of professional practice	Needs to work on behaviour in 1 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 <i>At entry into training, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
Be	1. Professional behaviours	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice	Level 5 consistently behave in line with all 10 domains of professional practice
	2. Team leadership: Lead and work collaboratively with 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
Do	3. Supervision and teaching: Demonstrate commitment to ongoing professional development and health professional's education	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: Contribute to improving the safety, efficacy, and experience of health care	Level 1 be able to be present and observe	Level 3 be able to act with indirect supervision	Level 4 be able to act with supervision at a distance	Level 5 be able to supervise others
	5. Clinical assessment: Clinically assess paediatric patients across multiple settings	Level 3 be able to act with indirect 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. Clinical management: Clinically manage paediatric patients across multiple settings	Level 3 be able to act with indirect 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. Clinical assessment and management – neonatal and perinatal medicine: Clinically assess and manage neonatal and perinatal patients	Level 3 be able to act with indirect 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. Clinical assessment and management – adolescent and young adult medicine: Clinically assess and manage adolescent and young adult patients across multiple settings	Level 3 be able to act with indirect 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. Clinical assessment and management – child safety and maltreatment: Clinically assess and manage cases of suspected child maltreatment across multiple settings	Level 3 be able to act with indirect 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

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training <i>At entry into training, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
	10. Clinical assessment and management – developmental and behavioural paediatrics: Clinically assess and manage patients with developmental and behavioural problems	Level 3 be able to act with indirect 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. Acute care and procedures: Assess and manage acutely unwell paediatric and neonatal patients	Level 3 be able to act with indirect 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
	12. Communication with patients, families, and health professionals: Communicate effectively and professionally with patients, carers, families, health professionals, and other community members engaging with the health service	Level 3 be able to act with indirect 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. Promote improved outcomes in child and adolescent health and development: Take actions to promote improved health and developmental outcomes for paediatric patients in healthcare systems and the community	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. Regional, rural, and remote paediatric care: Provide high-level paediatric care for patients from regional, rural, and remote areas	Level 3 be able to act with indirect 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
	15. Essential general paediatrics	Level 3 know how to apply this knowledge to practice	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
Know	16. Neonatal and perinatal medicine	Level 3 know how to apply this knowledge to practice	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. Acute care	Level 3 know how to apply this knowledge to practice	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 <i>At entry into training, trainees will:</i>	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to fellowship <i>By the end of training, trainees will:</i>
	18. Developmental and behavioural paediatrics	Level 3 know how to apply this knowledge to practice	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. Adolescent and young adult medicine	Level 3 know how to apply this knowledge to practice	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. Child safety and maltreatment	Level 3 know how to apply this knowledge to practice	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. Regional, rural, and remote paediatrics	Level 3 know how to apply this knowledge to practice	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.
Developmental and psychosocial training	Before the end of Advanced Training, if not completed during Basic Training.
Regional, rural, and remote paediatrics learning theme	Before the end of Advanced Training.
Acute care learning theme	Before the end of Advanced Training.
Neonatal and perinatal medicine learning theme	Before the end of Advanced Training.
Adolescent and young adult medicine learning theme	Before the end of Advanced Training.
Promote improved outcomes in child and adolescent health and development learning theme	Before the end of Advanced Training.
Child safety and maltreatment learning theme	Before the end of Advanced Training.
Research, quality and improvement learning theme	Before the end of Advanced Training.
Paediatric advanced life support course	Before the end of Advanced Training.
Child protection course	Before the end of Advanced Training. Not required if trainee completes 3 months child protection 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.
RACP Working with Migrants, Refugees and Asylum Seekers resource	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 the rotation.
Teaching	
Nominate 2 supervisors per rotation	At the start of each accredited or approved training rotation.
Assessment	
12 learning captures	Minimum 1 per month.
12 observation captures	Minimum 1 per month.
4 progress reports	Minimum 1 every 3 months.

Entry

Training application

Requirement

1 x training application, at the start of the specialty foundation phase.

Purpose

The training application supports trainees to:

- confirm 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 the RACP staff. Trainees will be able to track the status of your application through the College's new Training Management Platform (TMP).

Trainees can submit rotation plans and complete assessments while waiting for their application to be approved.

How to apply

Trainees are to submit a training application for the program using [TMP](#).

Learning

Learning blueprint

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

Learning goals	Professional experience				Learning requirements							
	Essential general paediatrics	Hospital paediatrics	Developmental and behavioural paediatrics	Paediatric advanced life support	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	RACP Working with Migrants, Refugees and Asylum Seekers resource	Paediatric advanced life support course	Child protection course
1. Professional behaviours	Could align	Could align	Could align	Could align	Will align	Will align	Will align	Will align	Will align	Will align	Could align	Could align
2. Team leadership	Could align	Could align	Could align	x	x	x	x	x	x	x	x	x
3. Supervision and teaching	Could align	Could align	Could align	x	x	x	Will align	x	x	x	x	x
4. Quality improvement	Could align	Could align	Could align	x	x	x	x	x	x	x	x	x
5. Clinical assessment – essential general paediatrics	Will align	Will align	Will align	x	x	x	x	x	x	x	x	Could align
6. Clinical management – essential general paediatrics	Will align	Will align	Will align	Could align	x	x	x	x	x	x	Could align	Could align
7. Clinical assessment and management – neonatal and perinatal medicine	Will align	Will align	Will align	Could align	x	x	x	x	x	x	Could align	Could align
8. Clinical assessment and management – adolescent and young adult medicine	Will align	Will align	Will align	Could align	x	x	x	x	x	x	Could align	Could align

9. Clinical assessment and management – child safety and maltreatment	Will align	Will align	Will align	Could align	x	x	x	x	x	x	Could align	Could align
10. Clinical assessment and management – developmental and behavioural paediatrics	Will align	Will align	Will align	Could align	x	x	x	x	x	x	Could align	Could align
11. Acute care and procedures	Could align	Will align	x	Will align	x	x	x	x	x	x	Will align	Could align
12. Communication with patients, families, and health professionals	Could align	Could align	Could align	x	x	x	x	Will align	x	Could align	x	Could align
13. Promote improved outcomes in child and adolescent health and development	Could align	Could align	Could align	x	x	x	x	x	x	Could align	x	Could align
14. Regional, rural, and remote paediatric care	Could align	Could align	Could align	x	x	x	x	x	x	Could align	x	x
15. Essential general paediatrics	Will align	Will align	Will align	x	x	x	x	x	x	x	x	Will align
16. Neonatal and perinatal medicine	Could align	Could align	x	Will align	x	x	x	x	x	x	Will align	x
17. Acute care	Could align	Will align	x	Will align	x	x	x	x	x	x	Will align	x
18. Developmental and behavioural paediatrics	Could align	x	Will align	x	x	x	x	x	x	x	x	x
19. Adolescent and young adult medicine	Could align	Could align	Will align	x	x	x	x	x	x	x	x	x
20. Child safety and maltreatment	Could align	Could align	Could align	x	x	x	x	x	x	x	x	Will align
21. Regional, rural, and remote paediatrics	Could align	Could align	Could align	x	x	x	x	x	x	Could align	x	x

Professional experience

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

<p>Professional experience</p> <ul style="list-style-type: none"> Complete at least 36 months FTE of relevant professional experience in approved rotations. 	
<p>Location of training</p> <ul style="list-style-type: none"> Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand. Recommended that you complete training in at least 2 different types of accredited training settings. You should plan your training locations to meet the requirements set out in the learning themes and professional experience requirements. 	
<p>Experiential training</p> <p>Core training</p> <p>Trainees must complete a minimum of 30 months FTE of relevant core professional experience in approved rotations at accredited training sites.</p> <p>This must include:</p>	
<p>Essential general paediatrics</p> <p>Minimum 12 months</p>	<ul style="list-style-type: none"> Must be at a site / setting accredited for Advanced Training in General Paediatrics. Is a distinct advanced training (non-basic training) role. Is a role that provides exposure to general paediatric patients across the age range in a breadth of settings: emergency department, paediatric and neonatal wards, and outpatient clinics. Includes a neonatal or perinatal component, e.g. attending elective / emergency deliveries, completing baby checks, ward rounds on special care nursery babies, and neonatal procedures. Includes an average of 1 outpatient clinic per week per trainee. Has a case-mix that includes patients with behavioural and/or developmental problems.
<p>Hospital paediatrics</p> <p>Minimum 6 months</p>	<ul style="list-style-type: none"> Must be at a site / setting accredited for Advanced Training in General Paediatrics. A role that involves frequent care of acutely unwell general paediatric patients in hospital-based settings.

	<ul style="list-style-type: none"> • Role should include care for patients with acute and emergency presentations and responding to acutely deteriorating patients, e.g. attendance to review patients in a paediatric emergency department, paediatric / neonatal intensive care unit, or as part of a weekly paediatric on-call roster where attendance is required. • Examples of suitable rotations include: <ul style="list-style-type: none"> » paediatric emergency medicine, paediatric or neonatal intensive care unit » hospital medical lead, hospital in the home (HITH) » general paediatrics at a regional / rural hospital that involves on-call rosters and responding to deteriorating patients. • Paediatric subspecialty rotations are not suitable.
<p>Developmental and behavioural paediatrics</p> <p>Minimum 6 months</p>	<ul style="list-style-type: none"> • Must be at a site / setting accredited for Advanced Training in General Paediatrics. • A distinct advanced trainee role where there is a focus on seeing patients with complex behavioural, neurodevelopmental, and psychosocial presentations. • Includes outpatient clinics, which must comprise (but does not have to be exclusively) patients with behavioural and/or developmental problems. • Examples of suitable rotations include: <ul style="list-style-type: none"> » neurodevelopmental clinics, community paediatric clinics (public or private) » child protection » adolescent and young adult medicine » Aboriginal and Torres Strait Islander or Māori health » refugee and immigrant health » rural rotation with substantial developmental or outpatient paediatrics.
<p>Other core training</p> <p>Minimum 6 months</p>	<ul style="list-style-type: none"> • The further 6 months of core professional experience is flexible but must comprise additional time in any of the above core professional experience types, depending on the trainee's learning needs and interests as identified by the trainee and supervisor.
<p>Non-core training</p> <p>Maximum 6 months</p> <ul style="list-style-type: none"> • A role where trainees can demonstrate the relevance of the rotation to 1 or more general paediatrics learning goals. • Examples of suitable non-core training rotations include: <ul style="list-style-type: none"> » paediatric subspecialties 	

- » research or quality improvement
- » medical education, leadership, or service improvement
- » global, public health or overseas rotation
- » nights or relief.

Trainees must ensure their training rotations cover all learning themes, e.g. the 6-month rural rotation required as part of learning theme 2.

Core training **must** be completed at accredited training sites.

- A site or setting accredited for general paediatrics may have multiple positions that meet the criteria for multiple professional experience types (refer to lists of accredited sites for [Australia](#) and [Aotearoa New Zealand](#)).

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 the first rotation of their training program must select 'The rotation start date is also the start date of my Training Program' checkbox to record the start date for their training program.

If a trainee is expecting a learning goal to be covered during a rotation, they must select 'yes' for 'coverage offered', and outline the learning opportunities available. This information will be used by supervisors and the 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 the trainee will be undertaking during the rotation (e.g. timetable).

Trainees can also set custom goals to define personal objectives 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. These supervisors must approve the plan in TMP via 'My assigned actions'.

For more information on how to complete a rotation plan review the [training resources](#).

Learning theme 1: Developmental and behavioural paediatrics

Requirement

Complete the developmental and behavioural paediatrics learning theme by the end of Advanced Training.

Completion of the developmental and psychosocial learning theme will satisfy the Developmental and Psychosocial Training requirement.

Description

To fulfill the **developmental and behavioural paediatrics learning theme**, trainees must complete requirements 1 and 2.

1. Complete a developmental and behavioural professional experience (where there is a focus on seeing patients with complex behavioural, neurodevelopmental, psychosocial presentations).

AND

2. Minimum of 18 learning or observation captures related to developmental and behavioural paediatrics (learning goals 10 and 18).

Purpose

Completion of this learning theme assists trainees in gaining the minimum developmental and behavioural knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 2: Regional, rural, and remote paediatrics

Requirement

Complete the regional, rural, and remote paediatrics learning theme by the end of Advanced Training.

Description

To fulfill the **regional, rural, and remote paediatrics learning theme**, trainees should plan to complete the requirement outlined in option 1.

Trainees unable to complete option 1 for exceptional personal or individual reasons may seek special consideration, and, if granted by the Training Committee, complete option 2.

1. Rural training rotation. An advanced training professional experience rotation of a minimum 6 months' FTE at a training site accredited for rural, regional, or remote general paediatrics training.

OR

2. Portfolio of rural medicine exposure. Trainees granted special consideration on a **case-by-case basis** may complete a portfolio demonstrating rural medicine exposure that is prepared and submitted for consideration by the training committee / Progress Review Panel. **The portfolio should include 2a and at least one of the options listed under 2b.**

2a. Minimum 12 learning captures AND 12 observation captures addressing rural paediatrics learning goals 14 and 21 identified as the primary learning outcomes, specifically referencing the trainee's involvement in the care of rural / regional patients.

AND

2b. Evidence of **1** of these professional experience options that demonstrate achievement of rural learning goals 14 and 21:

- i. a training rotation relevant to rural and remote paediatrics completed as part of any stage of paediatric training, e.g. a rural rotation in Basic Training

OR

- ii. a training rotation completed in a rural or remote training setting at PGY1 or PGY2 level, e.g. a 3-month rural rotation in resident year

OR

- iii. an Advanced Training rotation with a specific focus on liaising and in-person care of patients at rural and remote sites. This will require prospective approval via a rotation plan before the start of the proposed rotation.

Purpose

Completion of this learning theme assists trainees in gaining the minimum regional, rural, and remote paediatrics knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Exception and RPL information

Rural Training is identified as a valuable training experience for Advanced Trainees. An exemption to this requirement is available for trainees who can demonstrate exceptional circumstances affecting their ability to undertake a rural training rotation. (Example – trainees who have long-term legal or medical reasons preventing relocation).

The Committee appreciates that it can be complex to balance work, family and training obligations in relation to rural training. However, this is not considered to be exceptional circumstances warranting an exemption to the requirement. Requests for exemption to this requirement will be considered on a case-by-case basis.

Australian trainees only

Australian trainees can complete their rural term during Basic or Advanced Training. Trainees can email the RACP to find out if they are eligible to have prior training recognised. A formal RPL application is not required.

Email: GeneralPaedsAdvanced@racp.edu.au

Learning theme 3: Acute care

Requirement

Complete the acute care learning theme by the end of Advanced Training.

Description

To fulfill the **acute care learning theme**, trainees must complete requirements 1 and 2.

1. A professional experience rotation with a significant component of care of patients with acute presentations.

AND

2. Minimum 6 observation captures with acute care learning goals identified as the primary learning goals (11 and 17).

Purpose

Completion of this learning theme assists trainees in gaining the minimum acute care knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 4: Neonatal and perinatal medicine

Requirement

Complete the neonatal and perinatal medicine learning theme by the end of Advanced Training.

Description

To fulfill the **neonatal and perinatal medicine learning theme**, trainees must complete requirements 1 and 2.

1. Complete a professional experience rotation that:

- contains a significant neonatal or perinatal component, including attending elective / emergency deliveries, completing baby checks, ward rounds on special care nursery babies, neonatal procedures
- may include NICU or neonatal retrieval services experience.

AND

2. Minimum 6 learning captures and/or observation captures with neonates or perinates learning goals (7 and 16) identified as the primary learning goals

Purpose

Completion of this learning theme assists trainees in gaining the minimum neonatal and perinatal medicine knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 5: Adolescent and young adult medicine

Requirement

Complete the adolescent and young adult medicine learning theme by the end of Advanced Training.

Description

To fulfill the **adolescent and young adult learning theme**, trainees must complete 1 of requirements 1 or 2.

1. A professional experience rotation with a significant adolescent component that aligns with the adolescent and young adult medicine learning goal. This refers to a learning experience such as adolescent medicine or adolescent psychiatry.

OR

2. Minimum 6 learning captures and/or observation captures with the adolescent and young adult medicine learning goals (8 and 19) identified as the primary learning goals.

Purpose

Completion of this learning theme assists trainees in gaining the minimum adolescent and young adult medicine knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 6: Promote improved outcomes in child and adolescent health and development

Requirement

Complete the promote improved outcomes in child and adolescent health and development learning theme by the end of Advanced Training.

Description

To fulfill the **promote improved outcomes in child and adolescent health & development learning theme**, trainees must complete requirements 1 and 2.

1. Complete the RACP cultural competency working with migrants, refugees and asylum seekers online resource.

AND

2. Complete 1 of the following options:

a) a professional experience that targets improving health equity (including, but not limited to, rural paediatrics, Aboriginal and Torres Strait Islander or Māori health, refugee health, working with children in out-of-home care) **AND** minimum 6 learning captures or observation captures with a focus on improved outcomes (learning goal 13) identified as the primary learning goal

OR

b) Advanced Training Research Project (ATRP) with improved outcomes in child health and development (learning goal 13) identified as the primary learning outcome

OR

c) minimum 12 learning or observation captures with a focus on improved outcomes learning goals (learning goal 13).

Purpose

Completion of this learning theme assists trainees in gaining the minimum knowledge of promoting improved outcomes in child and adolescent health and development required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 7: Child safety and maltreatment

Requirement

Complete the child safety and maltreatment learning theme by the end of Advanced Training.

Description

To fulfill the **child safety and maltreatment learning theme**, trainees must complete requirement 1 or requirements 2 and 3.

1. Complete a professional experience in a child protection rotation.

OR

2. A child protection course ([see list of acceptable courses](#)).

AND

3. Minimum 6 learning captures and 6 observation captures (total 12) with child safety and maltreatment learning goals (9 and 20) identified as the primary learning goals.

Purpose

Completion of this learning theme assists trainees in gaining the minimum child safety and maltreatment knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Learning theme 8: Research, quality, and improvement

Requirement

Complete the research, quality, and improvement learning theme by the end of Advanced Training.

Description

To fulfil the **research quality and improvement learning theme**, trainees must complete an Advanced Training Research Project (ATRP), with a focus on any of the learning goals in the general paediatrics curriculum. Note an ATRP that fulfils any criteria in learning themes 1-7 is also eligible to fulfil learning theme 8.

Trainees may also undertake the following **optional** learning activities aligned to this theme to enhance knowledge and skills in research and quality improvement.

1. A supervised quality improvement or improvement science project.
2. A portfolio demonstrating participation in quality improvement (learning goal 4) and reflection on practice. This can include examples of:
 - quality improvement work, including evidence of presentations, posters or publications
 - evidence of presentations in mortality and morbidity meetings
 - policy and guideline development
 - completion of improvement science courses or learnings
 - reflective practice.

Purpose

Completion of this learning theme assists trainees in gaining the minimum research, quality, and improvement knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of completion in [TMP](#).

Select 'Program-level requirements' in the 'Assessment requirements' tab, then click 'Learning themes'.

Courses

Paediatric advanced life support course

Requirement
1 x paediatric advanced life support course, completed by the end of Advanced Training.
Description
Paediatric advanced life support courses are held face-to-face and typically run for up to 3 days. The RACP does not endorse any paediatric advanced life support course providers.
Purpose
Completion of this course ensures that trainees have the skills to support patients requiring resuscitation.
How to complete it
Trainees will need to provide evidence of attendance to TMP under the assessment requirements tab.

Child protection course

Requirement
1 x recognised child protection course, completed by the end of Advanced Training. Not required if trainees complete 3 months of child protection training.
Description
Recognised child protection courses are held both face-to-face and virtually. The courses are typically organised by child protection clinicians working within recognised child protection services, such as a tertiary child protection unit.
Recognised courses
Aotearoa New Zealand
<ul style="list-style-type: none">• Te Puaruruhau, Starship Children's Health, Auckland District Health Board:<ul style="list-style-type: none">» Assessment of Suspected Physical Abuse in Children and Adolescents (APAC)» Assessment of Suspected Sexual Abuse in Children and Adolescents (ASAC)
New South Wales
<ul style="list-style-type: none">• Sydney Children's Hospital Network, Sydney Children's Hospital Randwick, Child Protection Unit:<ul style="list-style-type: none">» Medical Evaluation of Suspected Abuse in Children & Adolescents• Sydney Children's Hospital Network, The Children's Hospital at Westmead, Child Protection Unit:<ul style="list-style-type: none">» Forensic Medical Assessment of Suspected Child Abuse

Northern Territory

- Darwin Sexual Assault Referral Centre:
 - » Forensic and Medical Management of Adult and Child Sexual Assault and Abuse (for NT trainees only)

Queensland

- Queensland Children's Hospital:
 - » An Approach to Assessment of Concerns regarding Physical and Sexual Abuse

South Australia

- Women's and Children's Hospital, Child Protection Services:
 - » Recognising and Responding to Child Maltreatment

Victoria

- Victorian Forensic Paediatric Medical Service:
 - » Medical Evaluation of Suspected Child Abuse
- Monash University's Department of Forensic Medicine, in partnership with the Victorian Institute of Forensic Medicine:
 - » Master of Forensic Medicine unit – FOR5012 Child and adolescent sexual abuse*
 - » Master of Forensic Medicine unit – FOR5013 Non accidental injury childhood*

Western Australia

- Perth Children's Hospital, Child Protection Unit:
 - » Child Abuse and Neglect: A Comprehensive Course on the Medical Evaluation of Child Abuse

* If undertaking a Master of Forensic Medicine, completion of either unit FOR5012 or FOR5013 will count towards this requirement.

Only recognised courses will be accepted. Contact the relevant organisation for more course information.

Purpose

Completion of a child protection course assists trainees in gaining the minimum child protection knowledge required of a general paediatrician.

How to complete it

Trainees will need to provide evidence of attendance to [TMP](#) under the assessment requirements tab.

RACP Advanced Training Orientation resource

Requirement

1 x RACP Advanced Training Orientation resource, completed during the first 6 months of the specialty foundation phase.

Description

This resource is designed to orient trainees to Advanced Training. It covers areas such as transition to Advanced Training, training and assessment, and trainee support.

This 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 x RACP Supervisor Professional Development Program (SPDP), 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 on the program.

Purpose

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

How to complete it

[Register for a supervisor workshop](#).

Trainees can complete the SPDP in 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 x Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, if not completed during Basic Training.

Trainees must complete the resource by the end of their Advanced Training, however 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 and 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 Aboriginal and Torres Strait Islander peoples and Māori.

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 x RACP Health Policy, Systems and Advocacy resource, completed by the end of Advanced Training.

Description

This resource has been designed for Advanced Trainees as an introduction to health policy, systems, and advocacy.

Estimated completion time: 5 hours.

Purpose

The resource aims to support Advanced Trainees in meeting the health policy, systems, and advocacy professional standard and underpinning competencies outlined in their specialty curriculum, and to enable connections between Advanced Trainees' own practice and the nature and attributes of local, national, and global health systems.

How to complete it

Trainees can complete the [RACP Health Policy, Systems and Advocacy resource](#) on RACP Online Learning.

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

RACP Working with Migrants, Refugees and Asylum Seekers resource

Requirement

1 x RACP Working with Migrants, Refugees and Asylum Seekers resource, completed by the end of Advanced Training.

Description

By completing this resource, trainees will learn how to work more sensitively and effectively with migrant, refugee and asylum seeker patients. The resource includes the perspectives and stories of a diverse range of individuals and also provides relevant facts and practical strategies for objectives such as good cross-cultural communication and facilitating easier navigation of the healthcare system.

Estimated completion time: 2 hours.

Purpose

Completion of this course will assist trainees in achieving competency in the learning goals relevant to promoting improved outcomes in child and adolescent health and development.

How to complete it

Trainees can complete the [RACP Working with Migrants, Refugees and Asylum Seekers 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

Neonatal resuscitation courses

- Neoresus (Mater Hospital, Queensland)
- Neoresus (Rural Health West)
- Neoresus (The Royal Hospital for Women, Randwick)
- NLS Advanced Course (New Zealand Resuscitation Council)

General

- [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

For each rotation, there's a requirement of a minimum of **2** supervisors:

- minimum of 1 supervisor (per rotation) who is a Fellow of the RACP Paediatrics & Child Health Division.

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

For continuity, it is recommended that 1 supervisor, who is FRACP General Paediatrics, is maintained across all rotation in advanced training.

For ATRP:

- nominate **1 x individual for the role of the research project supervisor** (may or may not be a rotation supervisor).

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

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

Assessment

Assessment blueprint

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

Learning goals	Assessment tools			
	Learning capture	Observation capture	Progress report	Research project
1. Professional behaviours	Could assess	Could assess	Will assess	Could assess
2. Team leadership	Could assess	Could assess	Will assess	Could assess
3. Supervision and teaching	Could assess	Could assess	Will assess	Could assess
4. Quality improvement	Could assess	Could assess	Will assess	Could assess
5. Clinical assessment – essential general paediatrics	Could assess	Could assess	Will assess	Could assess
6. Clinical management – essential general paediatrics	Could assess	Could assess	Will assess	Could assess
7. Clinical assessment and management – neonatal and perinatal medicine	Could assess	Could assess	Will assess	Could assess
8. Clinical assessment and management – adolescent and young adult medicine	Could assess	Could assess	Will assess	Could assess
9. Clinical assessment and management – child safety and maltreatment	Could assess	Could assess	Will assess	Could assess

10. Clinical assessment and management – developmental and behavioural paediatrics	Could assess	Could assess	Will assess	Could assess
11. Acute care and procedures	Could assess	Could assess	Will assess	Could assess
12. Communication with patients and health professionals	Could assess	Could assess	Will assess	Could assess
13. Promote improved outcomes in child and adolescent health	Could assess	Could assess	Will assess	Could assess
14. Regional, rural, and remote paediatric care	Could assess	Could assess	Will assess	Could assess
15. Essential general paediatrics	Could assess	Could assess	Will assess	Could assess
16. Neonatal and perinatal medicine	Could assess	Could assess	Will assess	Could assess
17. Acute care	Could assess	Could assess	Will assess	Could assess
18. Developmental and behavioural paediatrics	Could assess	Could assess	Will assess	Could assess
19. Adolescent and young adult medicine	Could assess	Could assess	Will assess	Could assess
20. Child safety and maltreatment	Could assess	Could assess	Will assess	Could assess
21. Rural, rural, and remote paediatrics	Could assess	Could assess	Will assess	Could assess

Learning capture

Requirement

12 x learning captures per phase of training, minimum 1 per month.

Refer to [RACP Flexible Training Policy](#) for further information on part-time training (item 4.2).

Description

The learning capture is a work-based assessment that involves a trainee capturing and reflecting on professional development activities, including evidence of work-based learning linked to specific learning goals.

Within the learning themes there are requirements for learning captures to address particular curriculum 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.

The learning capture is also a valuable mechanism for trainees to enhance their understanding of complex topics and less common experiences that may be difficult to encounter in traditional training.

How to complete it

The learning capture is completed via [TMP](#) under the 'Assessment requirements' tab.

For more information on how to complete a learning capture, review the [training resources](#).

Observation capture

Requirement

12 x observation captures per phase of training, minimum 1 per month.

Refer to [RACP Flexible Training Policy](#) for further information on part-time training (item 4.2).

Description

An observation capture is a work-based assessment that provides a structured process for trainees to demonstrate their knowledge and skills in real-time workplace situations while assessors observe and evaluate performance.

Within the learning themes there are requirements for observation captures to address particular curriculum learning goals.

Purpose

The purpose of the observation capture is to assess skill development, track progress, and provide targeted feedback for improvement for trainees against specific learning goals.

How to complete it

Observation captures are completed via [TMP](#) under the 'Assessment requirements' tab.

For more information on how to complete an observation capture, review the [training resources](#).

Progress report

Requirement
4 x progress reports per phase of training, minimum 1 every 3 months. <i>Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).</i>
Description
A progress report is an assessment that documents trainees' and supervisors' assessment of the trainee's progress against the training program learning goals over a specific 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: <ul style="list-style-type: none">• self-assess against the program's learning goals1. record any leave taken during the covered training period• provide summary comments about the rotation For more information on how to complete a progress report review the training resources

Research project

Requirement
1 x research project over the course of Advanced Training.
Description
The trainee should have significant involvement in designing, conducting research, and analysing data for the research project. 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 must be broadly relevant to the trainee's area of specialty. 'Broadly relevant' can be defined as topics that can enhance, complement, and inform trainees' practice in the chosen specialty. There are 3 types of research projects which will be accepted: <ul style="list-style-type: none">• research in human subjects, populations and communities, or laboratory research• audit• systematic review. The trainee must have a research project supervisor, who may or may not be their rotation supervisor. The research project is marked by the training committee as satisfactory or unsatisfactory, 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 enables trainees to develop quality improvement skills and gain experience in:

- research methods
- interpretation of research literature
- participation in research at some stage of their career.

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
- 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 1 or more Advanced Training programs.
Responsibilities
<ul style="list-style-type: none">• Maintain employment in accredited training settings.• Act as a self-directed learner:<ul style="list-style-type: none">» 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
<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">» 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' tools. 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 oversight committees are RACP-administered committees with oversight of the Advanced Training Program in Australia and New Zealand. This includes the relevant training committee and/or Aotearoa New Zealand training subcommittee.

Responsibilities

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

Resources

See [RACP Online Learning](#) for new curricula training and support resources.

For trainees

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

For supervisors

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