



The Royal Australasian
College of Physicians

Physician Readiness for Expert Practice
Advanced Training in Endocrinology
2014 Program Requirements Handbook

Adult Medicine Division
Paediatrics & Child Health Division



Updates made to the Advanced Training in Endocrinology Program Requirements Handbook for 2014

The Royal Australasian College of Physicians

College training programs

Paediatrics and child and adolescent psychiatry removed from the list of Joint Training Programs (This program is under review. Trainees currently in this training pathway are not impacted).

RACP Fellowship training pathways diagram amended to clarify the training pathways currently available for trainees to enter and qualifications awarded.

Program requirements

Training rotations

New Zealand and Paediatrics & Child Health trainees are now required to complete 12 months of required clinical training, as part of the 24 months of core training

Certification of training

This section heading changed from *Annual Certification of Training*.

Teaching and learning activities

Description of teaching and learning activities incorporated into this section.

Learning Needs Analysis increased from one to two per year for New Zealand trainees.

Assessments

Description of assessments incorporated into this section.

Mini-Clinical Evaluation Exercise increased from one to two per core year for New Zealand trainees.

Other requirements

Some components of the Mandatory Paediatric Requirements removed (for New Zealand Paediatrics & Child Health Division trainees only). Trainees are no longer required to complete the Community Child Health Services requirement (including Community Visits Diary) and Child Protection requirement (Doctors for Sexual Abuse Care course or equivalent).

New Zealand trainees now required to attend all of the following:

- one Clinical training course
- one Bone Densitometry Course
- two international meetings (this includes Australia)
- two presentations, one of which is international (this includes Australia)

Roles and responsibilities

Supervision requirements

Australian trainees are now required to have two supervisors for each period of training. For core training, one supervisor must have FRACP and be a practising endocrinologist.

New Zealand trainees are now required to have one supervisor with FRACP who is a practising endocrinologist, for both core and non-core training.

College support for trainees

Information on trainee support processes removed (now available on College website).

Accreditation of settings

Accredited settings for training

Added the recommendation that trainees complete their Advanced Training at more than one training site.

Training policies and processes

Variations in training

Sections on part-time training and post-Fellowship training inserted.

Recognition of previously certified prior learning

This section heading changed from *Retrospective Certification*.

Additional sections of the handbook have been reformatted for ease of access to information and reworded to clarify and enhance content for trainees and supervisors.

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The PREP Advanced Training Program Requirements Handbook

This handbook outlines the complete program requirements for the Royal Australasian College of Physicians (the College) Physician Readiness for Expert Practice (PREP) Advanced Training in Endocrinology Program.

Over the course of the training program, all trainees must carry out a variety of teaching and learning activities, assessments and other program requirements in consultation with their supervisors. Satisfactory completion of these requirements is a pre-requisite for admission to Fellowship of the College or completion of post Fellowship training.

This handbook includes information for both Australian and New Zealand based trainees and supervisors. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

For trainees

This guide helps trainees satisfy the requirements for progressing through and completing this training program.

For supervisors

This handbook helps supervisors identify training program requirements and facilitate learning experiences for trainees under their supervision.

Related resources

In addition to this guide, trainees and supervisors should refer to the following:

- The Endocrinology Advanced Training Curriculum (Adult and Paediatrics) and the Professional Qualities Curriculum; please see the [Curricula](#) section of this handbook
- The resources and tools provided on the [Advanced Training Portal](#)
- Education policies – these are a source of advice regarding the guidelines and procedures governing College training programs. For further information on current College education policies, please refer to the [Training policies and processes](#) section of this handbook or the [College website](#)
- [Specialty web pages](#).

About this edition

This handbook applies to trainees registered in PREP Advanced Training in Endocrinology in either Australia or New Zealand in 2014. Program requirements as specified in the handbook apply to all PREP trainees, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards.

Advanced Training committees regularly evaluate their training requirements to ensure that they are in line with educational best practice, and requirements are published and communicated annually. Changes to the training program that may substantially impact a trainee's plan for training will be implemented following an extended period of notice. It is the responsibility of the trainee to ensure that they are following the correct guidelines.

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The Royal Australasian College of Physicians

The College is a diverse and energetic organisation responsible for training, educating and representing over 13,500 physicians and paediatricians in Australia and New Zealand.

The College is responsible for the training and assessment of doctors who have completed their medical degree and wish to practise as physicians or paediatricians in a specialised area of medicine.

The College is comprised of the following:

Divisions

The College has two Divisions:

- Adult Medicine Division
- Paediatrics & Child Health Division

Division Training Programs result in the qualification of Fellowship of the RACP (FRACP).

Faculties

The College has three Faculties:

- Australasian Faculty of Occupational & Environmental Medicine (AFOEM)
- Australasian Faculty of Public Health Medicine (AFPHM)
- Australasian Faculty of Rehabilitation Medicine (AFRM)

Faculty Training Programs result in the qualification of Fellowship of the relevant Faculty, e.g. FAFOEM.

Chapters

The Adult Medicine Division of the College has three Chapters that support groups of practitioners working in the areas listed below. There are three Chapters attached to the Adult Medicine Division:

- Australasian Chapter of Addiction Medicine (AChAM)
- Australasian Chapter of Palliative Medicine (AChPM)
- Australasian Chapter of Sexual Health Medicine (AChSHM)

Chapter Training Programs result in the qualification of Fellowship of the relevant Chapter, e.g. FACHAM.

The Chapter of Community Child Health is attached to the Paediatrics & Child Health Division; however, there is no Chapter training pathway for Community Child Health. Training in this specialty field is directly obtained through the Paediatrics & Child Health Division.

Specialty societies

Specialty societies are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in the study of a particular specialty, e.g. cardiology, geriatric medicine.

Each society is run independently from the College. However, the College has formed partnerships with some specialty societies through the establishment of Specialty Training Committees (STCs) in Australia and Specialist Advisory Committees (SACs) in New Zealand for developing and supervising Advanced Training Programs for those specialty areas.

Training programs supervised by STCs and SACs result in the qualification of FRACP, and are attached to one of the Divisions.

College training programs

The College is an accredited provider of specialist medical education for doctors who wish to practise as physicians or paediatricians. College trainees have completed their medical degree and an internship at a hospital, and undertake further training through the College in order to specialise in a certain area of medicine.

The College offers Basic Training Programs under the following Divisions:

- Adult Medicine
- Paediatrics & Child Health

The College offers Advanced Training Programs in the following specialty fields:

Division Training Programs

- Cardiology
- Clinical genetics
- Clinical haematology
- Clinical immunology and allergy
- Clinical pharmacology
- Community child health
- Dermatology (New Zealand only)
- Endocrinology
- Gastroenterology
- General and acute care medicine
- General paediatrics
- Geriatric medicine
- Infectious diseases
- Medical oncology
- Neonatal/perinatal medicine
- Nephrology
- Neurology
- Nuclear medicine
- Palliative medicine
- Respiratory medicine
- Rheumatology
- Sleep medicine

Faculty Training Programs

- Occupational and environmental medicine
- Public health medicine
- Rehabilitation medicine

Chapter Training Programs

- Addiction medicine
- Palliative medicine
- Sexual health medicine

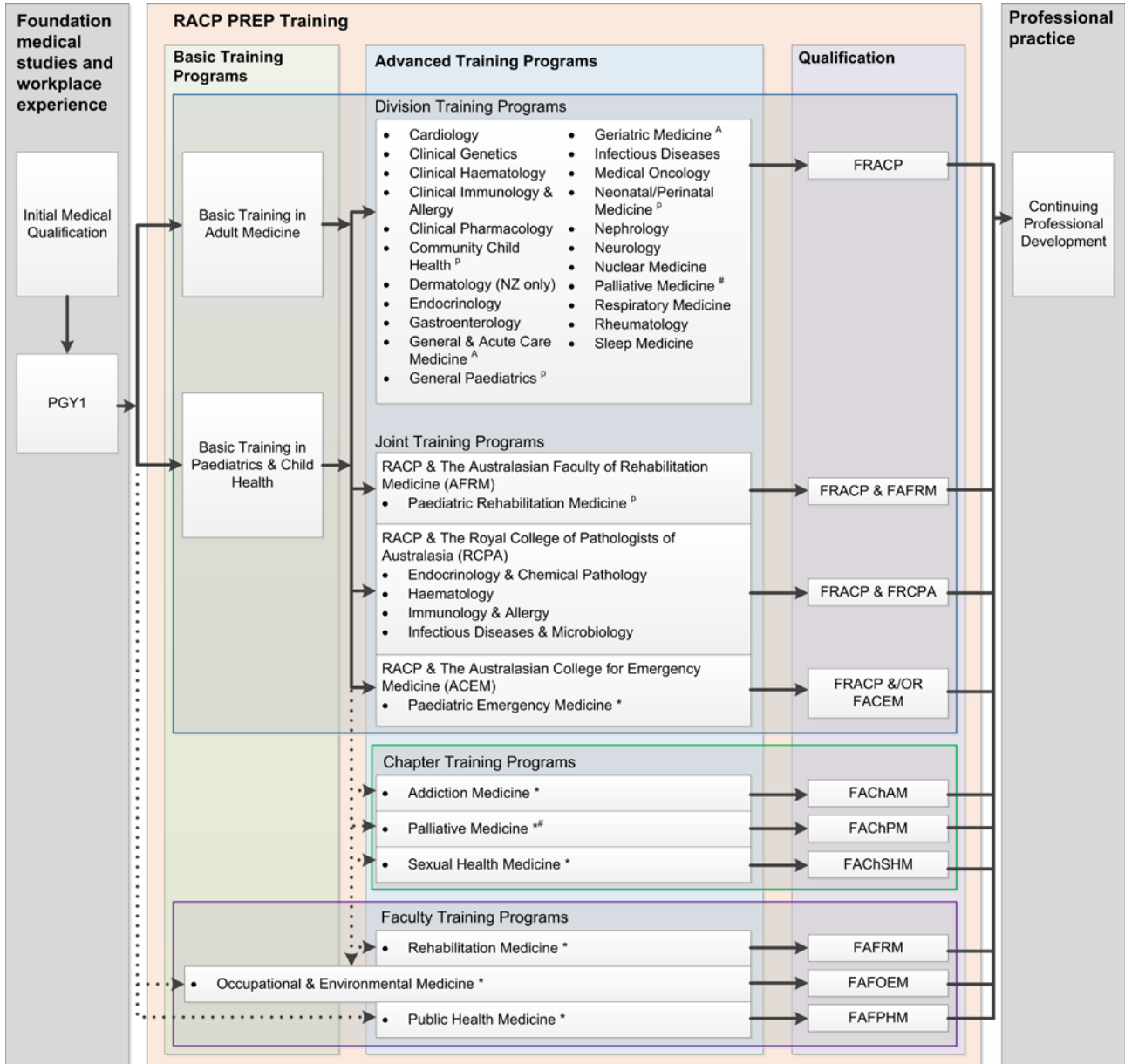
Joint Training Programs

The College also offers Joint Advanced Training between the Divisions and the following Colleges and Faculty:

- The Australasian College for Emergency Medicine (ACEM)
 - Paediatric emergency medicine
- The Royal College of Pathologists of Australasia (RCPA)
 - Endocrinology and chemical pathology
 - Haematology
 - Immunology /allergy
 - Infectious diseases and microbiology
- The Australasian Faculty of Rehabilitation Medicine (AFRM)
 - Paediatric rehabilitation medicine

Entry eligibility, duration of training, program requirements and resulting qualifications for these programs can vary. For specific information on any of the College's training programs, please refer to the *Program requirements* section of the relevant PREP Program Requirements Handbook.

Diagram 1 – RACP Fellowship training pathways



^A Trainees must complete Basic Training in Adult Medicine to enter this program.
^P Trainees must complete Basic Training in Paediatrics & Child Health to enter this program.
^{*} Alternative entry requirements exist for these training programs; please see the corresponding PREP Program Requirements Handbook for further information.
[#] Trainees who have entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will be awarded FRACP on completion and may subsequently be awarded FACHPM. Trainees who have NOT entered Advanced Training in Palliative Medicine via a RACP Basic Training Program will only be awarded FACHPM upon completion.

Diagram 1 depicts the relationship between the various College training programs that lead to Fellowship and reinforces the link between initial medical training, post-graduate workplace experience, Basic/Advanced/Faculty/Chapter Training and continuing professional development.

For further information on any of the above listed training programs, please see the corresponding PREP Program Requirements Handbook.

NB: Diagram 1 only depicts training programs that lead to Fellowship. Please see the [College website](#) for additional RACP training programs.

Principles of Physician Readiness for Expert Practice (PREP) Training

The PREP Program is a comprehensive system of education incorporating Basic Training, Advanced Training and continuing professional development (CPD).

Trainees and Fellows are supported throughout the process of lifelong learning by a range of learning strategies and tools.

The key principles of the PREP training philosophy are:

- **Supportive learning environment** – trainees are provided with a supportive educational framework that will guide them through a defined learning pathway.
- **Trainee-centred, physician-led approach** – supervisors aim to foster a learning culture within each healthcare setting which allows trainees to tailor learning experiences to meet their individual needs.
- **Reflective practice** – through enquiry and personal reflection, trainees develop skills for reflective practice necessary for continuous learning and professional practice.

Diagram 2 – The PREP framework



The PREP framework, as illustrated in *Diagram 2*, is made up of various elements, including:

- **Curricula** – a curriculum specific to each training program outlines the broad concepts and learning objectives related to that program, and the Professional Qualities Curriculum explains the non-clinical knowledge, skills, attitudes and behaviours that all trainees and Fellows need to develop or have as part of their practice.
- **Program requirements** – program requirements are the mandatory components of a training program that a trainee must complete in order to progress through training. They specify the required formative and summative assessments, teaching and learning activities, type and duration of training rotations/runs, course work, and other requirements such as the minimum duration of training.
- **Accreditation of settings** – the process of evaluating the suitability and capability of a training setting to deliver a College training program.
- **eLearning environment (Portals)** – both trainees and supervisors are supported by the eLearning environment, which provides easy access to relevant information, online learning tools and resources for each component of the PREP Program.
- **Teaching and learning tools** – these are designed to support reflective practice and self-directed learning. These tools cater to a range of learning needs, styles and situations that may arise in workplace training.
- **Assessments** – there are both formative and summative assessments within each program. Formative assessments are carried out as workplace-based assessments and do not require a *pass*. They provide a means for trainees to gain feedback and plan for future learning. Summative assessments require a *pass* for trainees to progress through the program.
- **Supervision** – supervisors contribute significantly to a trainee’s learning process by planning and facilitating the trainee’s learning path, facilitating effective teaching and learning opportunities, and providing comprehensive and timely feedback on the trainee’s progress and achievement of the curricula learning objectives.
- **Certification of training** – certification of training is the process of verifying that a trainee has met the program requirements for annual progression and completion of training.
- **Evaluation** – continually informs the development of the PREP Program. The College engages in regular, systemic evaluation of trainees’ satisfaction with training, learning experiences, quality and amount of supervision, professional support and career development.

Advanced Training in Endocrinology

The specialty of endocrinology

Endocrinology is the study of the physiology and pathophysiology of hormones and hormone producing tissues. The specialty of clinical endocrinology encompasses the diagnosis and management of disorders of the endocrine system. Hormones from the body's major gland systems (thyroid, pancreas, gonads, adrenal and pituitary) regulate growth, metabolism, blood pressure and reproduction, as well as many other necessary functions. Endocrinologists assess and diagnose endocrine disorders, provide treatment, perform diagnostic and laboratory analysis and conduct basic and applied research in a wide range of humoral and metabolic conditions.

The spectrum of endocrine disorders includes diabetes and its complications; thyroid, pituitary and adrenal disease; gonadal disorders and infertility; neuroendocrine conditions; benign and malignant glandular tumours; disorders of growth; genetic and congenital glandular dysfunction; lipid and nutritional abnormalities; menopausal disorders; and osteoporosis and metabolic bone disease.

Endocrine conditions are diverse in their requirement for specialist medical care. Many pose a diagnostic challenge, and in some the choice of therapy requires fine judgement. Endocrine disorders affect many body systems, and call for expertise in metabolic disease, clinical biochemistry, cardiovascular disease, neurology, renal medicine, genetics and psychology of chronic disease. Moreover, their impact is often lifelong, requiring a strong therapeutic partnership between the endocrinologist and patient.

Endocrinologists need to be able to interpret biochemical tests relating to endocrine diagnosis, and have a good understanding of the laboratory methods underlying these investigations and their limitations. Consequently, experience in clinical or laboratory research and in diagnostic endocrine laboratory medicine is an essential component of training.

During their training, endocrinologists acquire a depth and breadth of knowledge in clinical endocrinology and metabolism. In addition, they develop a detailed understanding of the principles of endocrine physiology, biochemistry, and cellular and hormonal metabolism that underlie clinical specialist practice. They also develop expertise with diagnostic laboratory endocrinology and with imaging of endocrine organs. They become conversant with the current literature in both basic and applied endocrinology and gain an understanding of research activities in the endocrine field. Most will also have an opportunity to contribute to endocrine research.

Overview of Advanced Training in Endocrinology

The program requirements for Advanced Training in Endocrinology are summarised below. For further details, please refer to the [Program requirements](#) section of this handbook.

Pre-requisites

- Completion of a Division Basic Training Program, including successful completion of the College's Divisional Written and Clinical Examinations
- Current medical registration

Duration

- 36 months (full-time equivalent)

Structure and content

- 24 months in core training settings
 - For (Au) Adult Medicine trainees this includes 12 months' in a *required clinical training* position
 - For (NZ) Adult Medicine and Paediatrics & Child Health trainees this includes 12 months in a *required clinical training* position.
- 12 months in non-core training settings

The required content of this training program is defined by the learning objectives outlined in the Endocrinology Advanced Training Curricula (Adult and Paediatrics) and the Professional Qualities Curriculum.

Supervision

For each training rotation, trainees should nominate:

- one supervisor who is a practising Endocrinologist
- a second supervisor with FRACP

Qualification

- FRACP

Competencies expected at the completion of training

By the completion of Advanced Training in Endocrinology, it is expected that a new Fellow will have developed the knowledge and skills as outlined in the Endocrinology Advanced Training Curricula (Adult or Paediatrics) and the Professional Qualities Curriculum.

In summary, it is expected that a new Fellow will be able to:

- contribute to the education of colleagues, students, junior medical officers, and other health care workers
- have the skills required to acquire and process new knowledge
- promote and maintain excellence both personally and in their workplace, through actively supporting or participating in quality assurance activities
- appreciate the relevance of basic and clinical research, and have had some experience in research during their training period.

Overview of training requirements (Adult Medicine) in Australia 2014

Core training (min 24 months)	Non-core training (max 12 months)
Content	
<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Adult Medicine) Professional Qualities Curriculum 	<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Adult Medicine) Professional Qualities Curriculum
Supervision	
Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practising endocrinologist (required) A second supervisor who may or may not have FRACP (required) 	Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP (required) A second supervisor who may or may not have FRACP (required)
Teaching and learning requirements	
Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis 	Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis
Assessment	
Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report Per year: <ul style="list-style-type: none"> 1 Mid-Year Progress Report (for 12-month rotations) 2 Case-based Discussion 2 mini-Clinical Evaluation Exercise 1 Abstract 	Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report Per year: <ul style="list-style-type: none"> 1 Mid-Year Progress Report (for 12-month rotations) 1 Case-based Discussion 1 mini-Clinical Evaluation Exercise 1 Abstract

By the end of Advanced Training:

36 months of certified training time consisting of:

- 24 months of core training
 - 12 months required clinical training
- 12 months of non-core training
- 1 Trainee interview
- Attendance at one of each of the following:
 - Endocrine Society of Australia certified training course
 - Australian & New Zealand Bone & Mineral Society certified training course
 - Australian Diabetes Society certified training course

Overview of training requirements (Paediatrics & Child Health) in Australia 2014

Core training (min 24 months)	Non-core training (max 12 months)
Content	
<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Paediatrics & Child Health) Professional Qualities Curriculum 	<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Paediatrics & Child Health) Professional Qualities Curriculum
Supervision	
Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practising endocrinologist (required) A second supervisor who may or may not have FRACP (required) 	Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP (required) A second supervisor who may or may not have FRACP (required)
Teaching and learning requirements	
Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis 	Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis
Assessment	
Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report Per year: <ul style="list-style-type: none"> 1 Mid-Year Progress Report (for 12-month rotations) 2 Case-based Discussions 2 mini-Clinical Evaluation Exercises 1 Abstract 	Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report Per year: <ul style="list-style-type: none"> 1 Mid-Year Progress Report (for 12-month rotations) 1 Case-based Discussion 1 mini-Clinical Evaluation Exercise 1 Abstract

By the end of Advanced Training:

36 months of certified training time consisting of:

- 24 months of core training
- 12 months of non-core training
- 1 Logbook of cases
- 1 Trainee interview
- Attendance at two of the following:
 - Endocrine Society of Australia certified training course
 - Australian & New Zealand Bone & Mineral Society certified training course
 - Australian Diabetes Society certified training course
- Attendance at Fellows school, run by the Australian Paediatric Endocrine Group, at least once
- 6 months of Developmental and Psychosocial Training

Important dates in Australia (Adult and Paediatrics) 2014

January – March

15 February

- Applications for Approval of Advanced Training due

Activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

April – June

Activities to be completed this quarter

- Learning Needs Analysis self- evaluation
- Mini-Clinical Evaluation Exercise

July – September

15 July

- Mid-Year Progress Report for trainees in 12-month positions due
- Final Supervisor's Report for trainees in less than 12-month positions due

31 August

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

Other activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

October – December

15 October

- Final Supervisor's Report due for trainees who are eligible for December 2014 Fellowship

Other activities to be completed this quarter

- Mini-Clinical Evaluation Exercise
- Learning Needs Analysis self- evaluation

January 2015

31 January

- 2014 Final Supervisor's Report due for trainees not applying for Fellowship in December 2014
- Abstract due

Please refer to the *Eligibility and entry into Advanced Training* and the *Program requirements* sections of this handbook for further information.

Overview of training requirements in New Zealand 2014

Core training (min 24 months)	Non-core training (max 12 months)
Content	
<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Adult Medicine/Paediatrics & Child Health) Professional Qualities Curriculum 	<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum (Adult Medicine/Paediatrics & Child Health) Professional Qualities Curriculum
Supervision	
Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practising endocrinologist (required) A second supervisor who may or may not have FRACP (recommended) 	Per rotation: <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practicing endocrinologist (required) A second supervisor who may or may not have FRACP (recommended)
Teaching and learning requirements	
Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis 	Per year: <ul style="list-style-type: none"> 2 Learning Needs Analysis
Assessment	
Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report 1 Trainee's Report Per year: <ul style="list-style-type: none"> 1 Interim Report (for 12-month rotations) 2 Case-based Discussion 2 mini-Clinical Evaluation Exercise 1 Abstract 	Per rotation: <ul style="list-style-type: none"> 1 Final Supervisor's Report 1 Trainee's Report Per year: <ul style="list-style-type: none"> 1 Interim Report (for 12-month rotations) 1 Case-based Discussion 1 mini-Clinical Evaluation Exercise 1 Abstract

By the end of Advanced Training:

36 months of certified training time consisting of:

- 24 months of core training:
 - 12 months in a *required clinical training* position
- 12 months of non-core training
- Attendance at all of the following:
 - Clinical training course
 - Bone Densitometry Course
 - Two international meetings (this includes Australia)
 - Two presentations, one of which is international (this includes Australia)
- Completion of the Mandatory Paediatric Requirements (Paediatrics & Child Health trainees only)

Important dates in New Zealand 2014

December 2013 – February 2014

Activities to be completed this quarter

- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise

March 2014 – May 2014

31 March

- Applications for Approval of Advanced Training for April–August rotations due

31 May

- Applications for Approval of Advanced Training for the second half of the year due
- Final Supervisor's Report for rotations completed in the first half of the year due
- Interim Report for 12-month rotations due
- Trainee's Report for the first half of the year due

Other activities to be completed this quarter:

- Case-based Discussion
- Learning Needs Analysis self-evaluation

June 2014 – August 2014

Activities to be completed this quarter:

- Mini-Clinical Evaluation Exercise
- Learning Needs Analysis

September 2014 – November 2014

31 October

- Final Supervisor's Report for the second half of the year, or the whole year, due
- Trainee's Report for the second half of the year, or the whole year, due
- Applications for Approval of Advanced Training for the first half or whole of 2015 due
- Abstract due

Other activities to be completed this quarter

- Case-based Discussion
- Learning Needs Analysis self-evaluation

These dates refer to two six-month rotations only. Rotations of different duration may require completion of requirements on a pro-rata basis. Please refer to the *Eligibility and entry into Advanced Training* and the *Program requirements* sections of this handbook for further information.

Eligibility and entry into Advanced Training

Eligibility and entry requirements for Advanced Training

Trainees may commence an Advanced Training Program following their satisfactory completion of Basic Training requirements, including success in the Divisional Written and Clinical Examinations, and appointment to an accredited Advanced Training position.

For further information about the accreditation of training settings, please refer to the [Accreditation of settings](#) section of this handbook.

Selection into Advanced Training positions

Australia

Candidates must secure an Advanced Training position at a suitable training site. Core training usually needs to be undertaken at training sites accredited by the College for Advanced Training in the relevant specialty.

Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Once trainees have secured a training position, they must apply for the approval of their training in accordance with the due dates detailed in *Table 1* and *Table 2* overleaf.

New Zealand

Trainees must apply for a recognised training position in an accredited hospital. Trainees must also apply for prospective approval of an Advanced Training Program to the training committee via the Education Officer, please refer to the Contact details section of this handbook.

Application for approval of Advanced Training Programs

Once a trainee has secured an accredited training position, they must prospectively apply to the committee for approval by completing an application for approval of Advanced Training to the SAC in Endocrinology and submit it to the College by the relevant date (see *Table 1* and *Table 2*). Applications can be made online via the [College website](#) (Australian trainees) or via submission of a hardcopy application form (New Zealand trainees). It is the **trainee's responsibility** to organise the timely submission of all necessary documentation.

Trainees and supervisors must each keep a copy of the application for future reference.

Following application, the Committee will consider the application and decide if the training period is approved. This decision will then be communicated to the trainee via the [Advanced Training Portal](#). Upon approval of training, trainees will be prompted to pay their training fees.

It is also the trainee's responsibility to read and sign the [Statement of Responsibilities in Advanced Training](#) at the beginning of each term of training and keep it as a personal record. It should not be returned to the College.

Trainees should refer to the *Progression Through Training Policy* on the [College website](#) for further information on applying for approval of Advanced Training.

Deadlines for submission of applications for approval of Advanced Training

The closing dates for submission of applications can be found in the tables below. Training may not be approved if applications are received after the applicable deadlines.

NB: It is the trainee’s responsibility to organise the timely submission of all necessary and complete documentation. Applications will not be considered complete without all required information and approval by supervisors.

Table 1 – Closing dates for applications in Australia

15 February	Closing date for applications for prospective approval of rotations in the current year
31 August	Closing date for applications for prospective approval of rotations in the second half of the current year

Table 2 – Closing dates for applications in New Zealand

31 March	Closing date for applications for prospective approval of April–August rotations
31 May	Closing date for applications for prospective approval of rotations in the second half of the current year
31 October	Closing date for applications for prospective approval of rotations in the first half or whole of the following year

Training fees

Training fees contribute to funding essential services including:

- eLearning materials
- accreditation of training settings
- approval, review and certification of training
- regular review and monitoring of program requirements
- training portals for recording educational activities
- new forms of workplace-based assessment
- the provision of support for trainees and supervisors, including onsite support
- facilitation of trainee and supervisor input into the development and evaluation of the College’s training programs
- development of education policies
- training and other resources for supervisors.

A schedule of current training fees can be found on the [College website](#).

Curricula

Relevant curricula

The Endocrinology Advanced Training Curricula (Adult and Paediatrics) outline the broad concepts, theoretical knowledge, learning objectives, clinical skills, attitudes and behaviours required and commonly utilised by endocrinologists within Australia and New Zealand.

The Professional Qualities Curriculum outlines the range of concepts and specific learning objectives required and utilised by all physicians and paediatricians, regardless of their specialty or area of expertise. It spans both the Basic Training and Advanced Training Programs, and is a key component of the Continuing Professional Development Program.

Together with the various PREP Basic Training and Advanced Training curricula, the Professional Qualities Curriculum integrates and fully encompasses the diagnostic, clinical, and educational aspects of the physician's/paediatrician's daily practice.

The Endocrinology Advanced Training Curricula (Adult and Paediatrics) and the Professional Qualities Curriculum can be found on the [College website](#).

Use of curricula

The Endocrinology Advanced Training Curricula (Adult and Paediatrics) can help Advanced Trainees to:

- clarify expectations of their training outcomes, by clearly identifying the knowledge, skills and experiences they should acquire during training
- assess their progress, set their learning goals and evaluate the suitability of their training experiences
- demonstrate the knowledge and skills they have acquired during a training term
- identify the areas of knowledge and skill that require further development.

Reading the curricula will help Advanced Trainees to gauge what skills and attributes are required in their chosen specialty. It may also help guide their future learning in terms of the experiences and jobs they will need to plan for in order to meet the training requirements.

Both the Endocrinology Advanced Training Curricula (Adult and Paediatrics) and the Professional Qualities Curriculum are linked to the Learning Needs Analysis. This online tool is particularly helpful when determining the learning opportunities that may be available for a given term. It can also facilitate discussions between an Advanced Trainee and their supervisor, by allowing a trainee to identify particular skills and procedures that they would like to learn as they start their training rotation. Furthermore, it will allow trainees to review their progress on their learning plans at the end of each rotation. For further information please refer to the [Program requirements](#) section of this handbook.

Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to certification of training, both annually and in determining completion of training.

Program requirements are made up of formative and summative assessments; teaching and learning activities; the type and duration of clinical rotations; course work; and other requirements, such as the minimum duration of training.

Advanced Training committees regularly evaluate their training requirements to ensure that they are in line with educational best practice. Requirements are published and communicated annually. Changes to the training program that may substantially impact a trainee's plan for training will be implemented following an extended period of notice. It is the responsibility of the trainee to ensure that they are following the correct requirements.

Certification of training

For details regarding certification of and progression through training, please refer to the *Progression Through Training Policy*, available on the [College website](#).

Upon completion of each rotation or calendar year of training, the SAC considers each trainee's progress according to yearly requirements. If all requirements have been satisfactorily completed, the SAC will certify the period of training. The eligible period of training considered for certification is usually based upon the period of training which was prospectively approved by the Committee at the commencement of the training period.

Duration of training

Trainees are required to complete 36 months of Advanced Training in Endocrinology, of which 24 months must be in core training positions as accredited by the SAC in Endocrinology. Up to 12 months may be certified as non-core training.

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

Training rotations

Core training rotations - Australia

A minimum of 24 months full-time equivalent (FTE) must be spent in accredited clinical training positions under the supervision of two consultants. At least one consultant must be a Fellow of the College who is a practising endocrinologist.

For Adult Medicine trainees, of the 24 months of core training, 12 months must be in a "required clinical training" position.

For further information about the required supervision during training, please refer to [Roles and responsibilities](#), and for further information on accredited settings for training, please refer to [Accreditation of settings](#).

Core training rotations – New Zealand

A minimum of 24 months FTE must be spent in clinical accredited training positions under the supervision of one Fellow of the College. It is recommended that trainees have a second supervisor who may or may not have FRACP.

For New Zealand trainees, of the 24 months of core training, 12 months must be in a “*required clinical training*” position.

Non-core training rotations

A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines or in research.

Teaching and learning activities

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

For **core and non-core** Advanced Training in Endocrinology in 2014, trainees are required to complete the following teaching and learning activities:

Australia

- Learning Needs Analysis (two per year)
- Logbook of cases (required only for paediatrics trainees)

New Zealand

- Learning Needs Analysis (two per year)

Description of teaching and learning activities

Learning Needs Analysis
Frequency Two per year
Timing Early in the year/rotation
Deadline for completion <i>Australia:</i> 31 January 2014 <i>New Zealand:</i> By end of training year
Training type Core and non-core training
Description A Learning Needs Analysis involves the trainee creating a learning plan that outlines their learning objectives and goals for their current rotation. Trainees must refer to this throughout their rotation. At the conclusion of each training rotation, the trainee must evaluate their learning plan to determine whether they have achieved their desired goals, and identify additional areas to focus on in the future. The Learning Needs Analysis tool is linked to both the Endocrinology Advanced Training Curricula (Adult and Paediatrics) and the Professional Qualities Curriculum to allow trainees to use the learning objectives determined within these curricula as a basis for their learning plan. The Learning Needs Analysis is accessed via the Advanced Training Portal.
Information and training resources Information and training resources such as an information sheet, workflow and worked example are available through the Advanced Training Portal . The Learning Needs Analysis Policy is available through the RACP website .

Logbook of cases
Frequency <i>Australian Paediatrics trainees:</i> One kept over the course of Advanced Training <i>Australian Adult Medicine trainees:</i> Not required <i>New Zealand:</i> Not required
Deadline for completion See below
Training type Core and non-core training
Description Paediatrics Trainees in Australia will need to compile a logbook of cases. The logbook will be reviewed during the second year of training, at the trainee's interview with a paediatric representative of the SAC in Endocrinology. Trainees may be asked to submit the logbook for review of the committee at any time during training.

Assessments

Advanced Trainees in Endocrinology are required to complete both formative and summative assessments during each year of training.

Formative assessments provide a means for trainees to gain feedback and inform their future learning, whilst completion of summative assessments is necessary for trainees to progress to the next stage of training. The workplace-based formative assessments for PREP Advanced Training have been selected in relation to educational best practice, and in the interest of achieving consistency across all College education programs.

For **core** Advanced Training in Endocrinology in 2014, trainees are required to complete the following assessments:

Australia

Formative assessments:

- Case-based Discussion (two per year)
- Mini-Clinical Evaluation Exercises (two per year)
- Mid-Year Progress Report (one per 12-month training rotation)

Summative assessments:

- Final Supervisor's Report (one per rotation)
- Abstract (one per year)

New Zealand

Formative assessments:

- Case-based Discussion (two per year)
- Mini-Clinical Evaluation Exercise (two per year)
- Interim Report (one per 12-month rotation)

Summative assessments:

- Final Supervisor's Report (one per rotation)
- Trainee's Report (one per rotation)
- Abstract (one per year)

For **non-core** Advanced Training in Endocrinology in 2014, trainees are required to complete the following assessments:

Australia

Formative assessments:

- Case-based Discussion (one per year)
- Mini-Clinical Evaluation Exercise (one per year)
- Mid-Year Progress Report (one per 12-month training rotation)

Summative assessments:

- Final Supervisor's Report (one per rotation)
- Abstract (one per year)

New Zealand

Formative assessments:

- Case-based Discussion (one per year)
- Mini-Clinical Evaluation Exercise (one per year)
- Interim Report (one per 12-month rotation)

Summative assessments:

- Final Supervisor's Report (one per rotation)
- Trainee's Report (one per rotation)
- Abstract (one per year)

Description of formative assessments

Case-based Discussion
Frequency <i>Core training:</i> Two per year <i>Non-core training:</i> One per year
Timing <i>Core training:</i> One per six-month period, later in the rotation <i>Non-core training:</i> Later in the rotation
Deadline for completion <i>Australia:</i> 31 January 2014 <i>New Zealand:</i> By end of the training rotation
Training type Core and non-core training
Description A Case-Based Discussion encounter involves a comprehensive review of a clinical case (or cases) between an Advanced Trainee and an assessor. The encounter evaluates the level of professional expertise and judgement exercised in clinical cases by a trainee. A Case-Based Discussion encounter takes approximately 30 minutes, including feedback. The trainee is given feedback from the assessor across a range of areas relating to clinical knowledge, clinical decision making and patient management. The trainee must enter the data from the completed RACP Case-based Discussion rating form into the Advanced Training Portal as part of their record of training.
Information and training resources Case-based Discussion information sheet Case-based Discussion workflow Case-based Discussion web tutorial Case-based Discussion Policy

Mini-Clinical Evaluation Exercise
<p>Frequency</p> <p>Two per core year, one per non-core year</p>
<p>Timing</p> <p><i>Australia core training:</i> One per six-month period, later in the rotation</p> <p><i>Australia non-core training:</i> Any time during the year</p> <p><i>New Zealand:</i> Any time during the year</p>
<p>Deadline for completion</p> <p><i>Australia:</i> 31 January 2014</p> <p><i>New Zealand:</i> By end of training rotation</p>
<p>Training type</p> <p>Core and non-core training</p>
<p>Description</p> <p>The aim of the mini-Clinical Evaluation Exercise encounter is to evaluate the performance of the trainee in real clinical situations. Various skills are assessed during the patient consultation, including medical interviewing, physical examination, professional qualities, counselling skills, clinical judgement, organisation and efficiency.</p> <p>A mini-Clinical Evaluation Exercise encounter takes approximately 30 minutes, including a 10–15 minute feedback session. The trainee receives feedback across a range of areas relating to professional qualities and clinical competency from an assessor immediately after the observation.</p> <p>Through being observed undertaking a number of cases over a period of time, with a number of different assessors, these individual, brief encounters add up to provide a reliable measure of a trainee's performance.</p> <p>The trainee must enter the data from the completed RACP mini-Clinical Evaluation Exercise rating form into the Advanced Training Portal as part of their record of training.</p>
<p>Information and training resources</p> <p>Mini-Clinical Evaluation Exercise information sheet</p> <p>Mini-Clinical Evaluation Exercise rating form</p> <p>Mini-Clinical Evaluation Exercise workflow</p> <p>Mini-Clinical Evaluation Exercise Policy</p>

Mid-Year Progress Report (Australia) Interim Report (New Zealand)
<p>Frequency One per 12-month rotation</p>
<p>Timing Completed mid-rotation</p>
<p>Deadline for completion <i>Australia:</i> 15 July 2014 <i>New Zealand:</i> 31 May 2014</p>
<p>Training type Core and non-core training</p>
<p>Description</p> <p>The Mid-Year Progress Report in Australia and Interim Report in New Zealand are formative assessments of the first half of a trainee's year of training during 12-month positions, completed by the trainee's supervisor(s).</p> <p>If the trainee's supervisor has not directly supervised the trainee throughout the first half of the year, they should obtain individual reports from those who have directly supervised the trainee, and provide a composite report.</p> <p>Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report submitted to the College. The College retains the right to provide subsequent supervisors with copies of past reports.</p> <p>Australia</p> <p>A Mid-Year Progress Report needs to be completed for Advanced Trainees in Australia in 12-month positions and submitted to the College by 15 July.</p> <p>Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites, do not require a Mid-Year Progress Report – a Final Supervisor's Report should be completed for each rotation.</p> <p>New Zealand</p> <p>An Interim Report needs to be completed for Advanced Trainees in New Zealand in 12-month positions.</p> <p>College staff will email the supervisor of a trainee in a 12-month position requesting an Interim Report detailing the trainee's progress throughout the first half of the year. A return email of the supervisor's comments regarding this period of training is acceptable. This Report should be emailed to the Education Officer to the SAC by 31 May.</p> <p>Advanced Trainees in three-, four- or six-month positions do not require an Interim Report – a Final Supervisor's Report should be completed for each rotation.</p>
<p>Information and training resources Mid-Year Progress Report (Australia)</p>

Description of summative assessments

Final Supervisor's Report
Frequency One per rotation
Timing See below
Deadline for completion See below
Training type Core and non-core training
Description <p>The Final Supervisor's Report is a summative assessment of the trainee's period of training completed by their supervisor(s).</p> <p>If the supervisor has not directly supervised the trainee throughout the whole rotation, the supervisor should obtain individual reports from those who have directly supervised the trainee, and provide a composite report.</p> <p>Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report submitted to the SAC.</p> <p>Progression to the next year of training cannot occur until a Final Supervisor's Report has been received and assessed as satisfactory by the SAC in Endocrinology.</p> <p>It is the trainee's responsibility to pass copies of previous Supervisor's Report on to the next year's/rotation's supervisor. The College may provide subsequent supervisors with copies of past reports (and any other documents deemed relevant to the trainee's training).</p> <p>Trainees should refer to the <i>Progression Through Training Policy</i> on the College website for further detail.</p> <p>Australia</p> <p>For Advanced Trainees in 12-month positions:</p> <ul style="list-style-type: none">• a Final Supervisor's Report is to be submitted to the College by 31 January of the following year. <p>For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:</p> <ul style="list-style-type: none">• a Final Supervisor's Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year). <p>For Advanced Trainees in their final year:</p> <ul style="list-style-type: none">• a Final Supervisor's Report is to be submitted to the College 15 October. <p>New Zealand</p> <p>For Advanced Trainees in 12-month positions:</p> <ul style="list-style-type: none">• an Interim Report must be submitted to the College by 31 May• a Final Supervisor's Report must be submitted to the College by 31 October. <p>For Advanced Trainees in three-, four- or six-month positions:</p> <ul style="list-style-type: none">• a Final Supervisor's Report must be completed for each rotation and submitted to the College by 31 May (for rotations in the first half of the year) and 31 October (for rotations in the second half of the year).
Information and training resources Final Supervisor's Report (Australia) Final Supervisor's Report (New Zealand)

Trainee's Report
<p>Frequency <i>Australia:</i> Not required <i>New Zealand:</i> One per rotation</p>
<p>Timing <i>New Zealand:</i> Submitted with the Supervisor's Report at the end of each rotation</p>
<p>Deadline for completion <i>New Zealand:</i> Due to the College by 31 May/31 October</p>
<p>Training type Core and non-core training</p>
<p>Description This is a requirement for trainees in New Zealand only. Prior to completing their (three-, four-, six- or 12-month) rotations, all Advanced Trainees are required to prepare an account of their rotation. This Trainee's Report is forwarded together with their Supervisor's Report to the SAC. These two reports provide the principal basis upon which certification of the training program is determined. The Trainee's Report should outline the experience they gained during the rotation, under the following headings:</p> <ul style="list-style-type: none"> • Clinical responsibilities • Teaching • Education program • Research, publications, formal presentations • Diagnostic techniques • Other relevant information <p>This report should be a reflection of the learning experience and not simply a list of training activities. When writing the report, the trainee should refer to the program requirements (as laid out in the handbook) and ensure that the report includes enough detail of the learning experience for the SAC to determine the suitability of the trainee's experience. It should be noted that final certification for Fellowship may be delayed unless the SAC is satisfied that all of the requirements for the training program have been adequately met. The Trainee's Report:</p> <ul style="list-style-type: none"> • must be read and certified by the trainee's supervisor(s) • should be typewritten or word processed (usual length is two to three pages of A4 typescript) • must be received by the College office by 31 May/31 October. <p>Trainees may wish to send to the College an evaluation of their attachment. This can be included in their personal report, or may be sent separately, in confidence, to the Chair of the New Zealand Adult Medicine Education Committee. Trainees are also able to contact their local representative on the New Zealand Trainees' Committee in confidence; please see the Contact details section of this handbook.</p>
<p>Information and training resources Trainee's Report cover sheet Trainee's Report guidelines</p>

Abstract
<p>Frequency One per year</p>
<p>Timing Must be submitted with the Final Supervisor's Report for 2014</p>
<p>Deadline for completion <i>Australian trainees <u>not</u> applying for Fellowship in December 2014:</i> Due to the College by 31 January 2015 <i>Australian trainees <u>applying</u> for Fellowship in December 2014:</i> Due to the College by 15 October 2015 <i>New Zealand:</i> Due to the College by 31 May/31 October</p>
<p>Training type Core and non-core training</p>
<p>Description An abstract is to be submitted to the SAC in Endocrinology for every year of training. The abstract needs to be presented outside of the trainee's teaching hospital, such as at a regional case-based meeting. At least one of the three abstracts submitted over the course of training must be a research or clinical audit. An abstract in this context is considered to be either an abstract submitted to a scientific meeting or a summary or a presentation at a regional, state or national meeting. The abstract is to be between 200–300 words and should be submitted along with the Final Supervisor's Report at the end of each training year.</p>

Other requirements

Australia

- Trainee Interview (one per training program)
- Adult Medicine Trainees – attendance at one of each of the following certified training courses (three total):
 - Endocrine Society of Australia training course
 - Australian & New Zealand Bone & Mineral Society training course
 - Australian Diabetes Society training course
- Paediatrics & Child Health Trainees – attendance at two of the following certified training courses:
 - Endocrine Society of Australia training course
 - Australian & New Zealand Bone & Mineral Society training course
 - Australian Diabetes Society training course
- Paediatrics & Child Health Trainees must attend Fellows school (through the Australian Paediatric Endocrine Group) at least once
- Paediatrics & Child Health Trainees must complete 6 months of Developmental and Psychosocial Training.

New Zealand

- Mandatory Paediatric Requirements – applies only to New Zealand Paediatrics & Child Health Division trainees
- Attendance at all of the following:
 - Clinical training course
 - Bone Densitometry Course
 - two international meetings (this includes Australia)
 - two presentations, one of which is international (this includes Australia).

Description of other requirements

Trainee Interview
<p>Frequency</p> <p><i>Australia:</i> One over the course of training</p> <p><i>New Zealand:</i> Not required for New Zealand trainees</p>
<p>Timing</p> <p><i>Australia:</i> In the second year of Advanced Training</p>
<p>Training type</p> <p>Core and non-core training</p>
<p>Description</p> <p>During the course of Advanced Training, each endocrinology trainee will undergo an interview with a member of the SAC in Endocrinology.</p> <p>The purpose of the interview is to:</p> <ul style="list-style-type: none"> • permit formative assessment of the training undertaken to date • assist in the planning of future training directions • allow feedback from the trainee to the SAC in Endocrinology. <p>The interview usually occurs in the second year of Advanced Training.</p>

Developmental and Psychosocial Training – Australian Paediatrics & Child Health Division trainees only

Frequency

Australia: Once over entire training period (Basic Training *and* Advanced Training)

New Zealand: Not required

Timing

Australia: At any stage during Basic Training or Advanced Training

Deadline for completion

Australia: Must be completed by the end of Advanced Training

Training type

Core and non-core training

Description

This is a requirement for Australian Paediatrics & Child Health trainees only.

The developmental and psychosocial component of training for all paediatricians was introduced to ensure that the changing nature of paediatric practice is reflected in the training programs undertaken within Australia. A mandatory period of training in developmental and behavioural aspects of paediatrics must be included in the program.

Developmental and Psychosocial Training can be undertaken during Basic Training or Advanced Training regardless of whether trainees are undertaking general or specialty training. The training consists of a minimum six-month period in one or more of the following areas:

- Developmental/behavioural paediatrics
- Community paediatrics
- Disability/rehabilitation paediatrics
- Child protection
- Child and adolescent mental health

Trainees must nominate a supervisor for the Developmental and Psychosocial Training component; either during Basic Training or Advanced Training. A satisfactory Supervisor's Report for Developmental and Psychosocial Training will be required for the training to be certified.

The following are acceptable training options:

- Six months in a prospectively approved psychosocial training position. The six months must be completed as two three-month terms, a block of six months or as a continuous part time position, i.e. 2.5 days per week for 12 months (please note that a conglomerate of experience for shorter time periods adding up to six months will not be acceptable).
- Six months in a prospectively approved rural position that has a documented weekly program in the psychosocial training areas and an appropriate level of supervision.
- Attend prospectively approved clinic two sessions a week for 18 months, or one session a week for three years, plus complete an approved learning module.

An approved clinic is one that has involvement from other health/educational professionals, and where supervision is directed by a paediatrician experienced in an area or areas of Developmental and Psychosocial Training (such as behaviour, development, rehabilitation, and child protection).

An approved learning module includes one of the following options:

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

Information and training resources

[Final Supervisor's Report](#)

Mandatory Paediatric Requirements – New Zealand Paediatrics & Child Health Division trainees only
<p>Frequency</p> <p><i>Australia:</i> Not required</p> <p><i>New Zealand:</i> Once over entire training period (Basic Training <i>and</i> Advanced Training)</p>
<p>Timing</p> <p><i>New Zealand:</i> At any stage during Basic Training or Advanced Training</p>
<p>Duration of rotations</p> <p><i>New Zealand:</i> six months</p> <p><i>New Zealand trainees in more than one RACP advanced training program:</i> three months</p>
<p>Deadline for completion of mandatory paediatric requirements rotations and courses</p> <p>Must be completed by the end of Advanced Training</p>
<p>Training type</p> <p>Core and non-core training</p>
<p>Description</p> <p>These requirements are for New Zealand Paediatrics & Child Health trainees only.</p> <p>The New Zealand SAC in General Paediatrics will determine whether these requirements have been met. Requirements may be met either during Basic Training or Advanced Training. All New Zealand registered paediatric trainees in other specialties are required to meet the New Zealand mandatory requirements.</p> <p>1. Neonatal medicine</p> <p>At least three months in neonatal medicine is required, which should be at Level III care. Candidates should bear in mind their future career plans:</p> <ul style="list-style-type: none"> • Those intending to practise Level II neonatal medicine are advised to have at least 12 months exposure. • Those intending to practise Level III neonatal medicine but not as neonatologists, are advised to have at least two years exposure. • Those intending to pursue neonatology as a career will need to register with the SAC in Neonatal/Perinatal Medicine and meet the specific requirements of that training prescription. <p>2. Psychosocial training</p> <p>Psychosocial training can be undertaken during Basic Training or Advanced Training, regardless of whether trainees are undertaking general or specialty training. The psychosocial training consists of a minimum three-month period in one or more of the following areas:</p> <ul style="list-style-type: none"> • Developmental/behavioural paediatrics • Community paediatrics • Disability/rehabilitation paediatrics • Child protection and adolescent psychiatry • Adolescent medicine <p>These areas reflect a holistic approach to the health problems of children and young people; they require 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.</p> <p>Alternatively, trainees can gain the required experience by managing suitable cases over a longer period of time with appropriate supervision. This experience must be documented in a logbook.</p> <p>Trainees should keep a record of at least 12 cases they have personally managed under supervision. Copies of clinical letters are not appropriate. There should be a summary of the issues involved, and how they were managed. These cases will normally be accumulated over a two year period, and each case record must be signed by the supervisor. Examples of how this might be done are available from the College.</p> <p>The range of conditions that should be included in the logbook are:</p>

Mandatory Paediatric Requirements – New Zealand Paediatrics & Child Health Division trainees only

- Developmental problems, with a focus on the response of parents, families and care-givers 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 preschool behavioural adjustment disorders.

The trainee should nominate a paediatrician with a special interest and skill in behavioural paediatrics or, where available, a child psychiatrist or paediatric clinical psychologist who will act as their supervisor.

The College program director will provide the nominated supervisor with information about the requirements for the logbook and will also review the logbook.

3. Advanced Paediatric Life Support (APLS)

All trainees are required to attend an APLS course at some point during their Basic Training or Advanced Training. It is recommended that you attend an APLS course as early as possible in your training.

Advanced Training Portal

Resources for many of the program requirements listed above can be accessed through the [Advanced Training Portal](#). These include:

- important dates
- online teaching & learning and formative assessment tools
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- additional resources, including curricula
- a help section, including information on how to use the portal
- frequently asked questions (FAQs)
- summary of training completed/required.

Roles and responsibilities

Supervision in PREP training involves a comprehensive level of educationally-focused support for trainees. Support from supervisors in PREP training centres around:

- planning and facilitating the trainee's learning path
- facilitating effective teaching and learning opportunities
- providing comprehensive and timely feedback on the trainee's progress and achievement of the curricula's learning objectives.

Supervising committee

Trainees are supervised by an Advanced Training Committee for the duration of Advanced Training. The committee will confirm that the training requirements have been satisfied before the trainee can be recommended for Fellowship.

The Australian and New Zealand SACs in Endocrinology oversee Advanced Training in Endocrinology. The Australian SAC reports to the College Education Committee (CEC), which in turn reports to the College Board. The New Zealand SAC reports to the New Zealand Adult Medicine Education Committee (NZAMEC).

Structure

Australia

The SAC is a diverse representative body with physicians and paediatricians from most Australian states and New Zealand. Membership consists of the Chair of Advanced Training, a Coordinator of Advanced Training, trainee representatives, two representatives from the Endocrine Society of Australia, two representatives from the Australian Diabetes Society, two representatives from the Australian and New Zealand Bone and Mineral Society and two representatives from the Australian Paediatric Endocrine Group.

New Zealand

The SAC is comprised of eight members. Membership consists of a Chair, and four other members, plus one appointed member from the NZAMEC.

Appointment process

Australia

Prior to a vacancy for a specialty society representative on the committee, expressions of interest are invited from within that society. Applicants are considered by the specialty society Executive Committee and a new representative determined. Positions within the committee (e.g. Chair, Coordinator of Advanced Training) are determined by the committee. Members are appointed a two-year term, which can be renewed twice, meaning that a committee member may serve a maximum of six years in a single role.

New Zealand

Nominations are requested from the specialty society, the New Zealand Society of Endocrinology, and the nominee formally elected onto the committee. The Chair is elected from the committee.

Committee's role

The SACs formally meet twice per year and work on matters including the accreditation of training sites, curricula and assessments for Advanced Training, trainee issues and educational policy.

The College's Education Services provide support to the SAC through an assigned Education Officer, and any queries for the SAC should be directed to this person; please refer to the [Contact details](#) section of this handbook.

Advanced Training supervisors

Supervision requirements

Australia

For each period of **core training**, trainees are required to nominate:

- one supervisor who is a practicing endocrinologist
- a second supervisor with FRACP.

For each period of **non-core training**, trainees are required to nominate:

- one supervisor with FRACP
- a second supervisor who may or may not have FRACP.

New Zealand

For each year of training, trainees should nominate:

- one supervisor with FRACP (required)
- a second supervisor who may or may not have FRACP (recommended).

During a non-core year, trainees may be working in an environment where there are no consultant physicians. In such circumstances, trainees must nominate an appropriate senior colleague who will be acceptable to the SAC to act as their supervisor.

The SAC suggests that trainees seek a mentor for their three years of Advanced Training. This person should have an understanding of the training requirements and curriculum so they can provide career advice, support, and assistance in seeking training positions.

Support for supervisors

The College's Medical Education Officers and Advanced Training Unit staff are equipped with an understanding of the purpose and functionality of each PREP teaching & learning and assessment resource, and have the capacity to advise Fellows and trainees in their use.

Medical Education Officers are based in each Australian state and New Zealand, and conduct workshops to help trainees and supervisors familiarise themselves with the Advanced Training Portal and the other online tools associated with the PREP Program. Medical Education Officers are also available on request to visit sites and conduct one-on-one consultations.

Details of future workshops and contact details for Medical Education Officers can be found in the *Supervisor Support* section of the [College website](#).

Additional supporting resources for PREP tools are accessible via the [Advanced Training Portal](#). These include information sheets, workflows and video examples of PREP tools.

Supervisor Support Strategy

A Supervisor Support Strategy has been developed by the College. One of the key components of this strategy is around supervisor training. The Supervisor Professional Development Program delivery model comprises three components:

1. three face-to-face workshops, each three hours in length
2. online learning and resources
3. Fellows as coaches and follow up by Medical Education Officers.

The first of the three face-to-face workshops has been developed, Practical Skills for Supervisors. This workshop incorporates the overarching themes of developing expertise and coaching trainees towards expert performance. Workshop 2: Teaching and Learning in Health Settings and Workshop 3: Workplace-based Learning and Assessment will be released in 2015 and 2016 respectively.

More information about the Supervisor Support Strategy can be found on the [College website](#).

Advanced Trainees

Responsibilities

The PREP Program is based on the philosophy that learning should be instigated and regulated by the trainee. In practice, this means that trainees, rather than their supervisors, are responsible for identifying the opportunities for learning that lead to the completion of training requirements.

Trainees are responsible for:

- arranging for the appropriate supervisor to support completion of formative and summative assessments, teaching and learning tools, and application forms
- submitting forms and documentation by the required deadlines (as detailed in [Eligibility and entry into Advanced Training](#) and [Program requirements](#))
- securing training positions in accredited training settings each year
- researching and accessing new learning resources as necessary
- providing new supervisors with copies of past Supervisor's Reports and any other information relevant to their progress at the commencement of each rotation. If a trainee is unable to provide this information then the College may do so on their behalf
- familiarising and adhering to college policy.

Trainee as a learner

Trainees are expected to:

- be familiar with College educational requirements as outlined in program requirement handbooks and curricula
- identify their learning needs, set learning objectives and discuss these objectives with their supervisor
- initiate meetings with their supervisor to regularly discuss and receive feedback on their progress in the training program
- fulfil all learning and assessment requirements of the training program, ensuring these are submitted on time
- attend teaching sessions organised at their training setting
- actively seek feedback and respond appropriately to feedback on their performance and achievements
- actively seek mentorship in their progression towards independent practice as a physician
- reflect on their performance, development as a learner, teacher and professional in order to meet the required standards.

Trainees are encouraged to complete evaluation surveys as developed by the College so that the College may deliver effective training programs of the highest quality and relevance to medical practitioners.

It is a trainee's responsibility to read and sign the [Statement of Basic Training Responsibilities](#) or [Statement of Responsibilities in Advanced Training](#) at the beginning of each term of training.

Trainee as a teacher

Trainees are expected to be involved in teaching and mentoring and as such it is expected that they will:

- learn the skills of teaching
- act as a role model and mentor for junior doctors
- impart medical knowledge to junior colleagues and other members of multidisciplinary teams in formal and informal settings.

Receiving feedback

Feedback received by trainees during formative assessments, or trainee–supervisor meetings, should be used to identify gaps in their knowledge or skills, refine clinical and professional practices, and plan their future learning.

To maximise the benefits of these sessions, trainees should:

- listen carefully to feedback, and avoid internally refuting or categorically defending themselves against feedback they perceive to be negative
- clarify anything they are unsure about, i.e. test their understanding by rephrasing what they have heard, and asking for confirmation that it is correct
- personally consider and ask for suggestions on how to practically apply their supervisor's feedback
- develop an action plan on how to proceed from there.

College support for trainees

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact the Education Officer for their specialty, please refer to the [Contact details](#) section of this handbook. Additional information is also available on the [College website](#).

Trainees' committees

The College Trainees' Committee (CTC) and the New Zealand Trainees' Committee represent and advocate on behalf of trainees. Trainees are also represented on the College Board of Directors by two members of the CTC executive. More information, including the CTC by-laws, can be found on the [College website](#).

Trainees wishing to contact their local representative on the CTC or New Zealand Trainees' Committee in confidence regarding their selection, training assessment, supervision and educational experience should refer to the [Contact details](#) section of this handbook for their contact details.

Education

The College will aim to provide a high-quality educational framework and educational tools appropriate for training in clinical and non-clinical settings, and in doing so will seek to:

- facilitate a level of training whereby, upon a trainee's satisfactory completion of the training program, the minimum standards attained comply with the professional and educational requirements of the College as accredited by the Australian Medical Council and Medical Council of New Zealand
- provide training programs, developed in conjunction with Fellows and trainees, relevant to each specialty and suitable for implementation in accredited workplace settings under the guidance of supervisors
- provide access to information about the contents and objectives of each training program
- provide trainees and supervisors with the opportunity to give the College feedback on all aspects of the training program
- inform trainees and supervisors within a reasonable time period of any changes to the curriculum, structure of the training program and any other significant alterations, other than minor timetabling changes, which may affect them
- facilitate internal and external reviews of College training and assessment programs to promote continuous improvement.

Assessment

In relation to assessment programs and activities, the College will seek to:

- promote development and administration of assessments and examinations that are educationally valid
- design assessments and examinations to be consistent with the curriculum of the relevant training program
- provide clear and timely information about assessments and submission dates and the preferred or required format of assessments and submissions.

Supervision

In relation to supervision support, the College will progressively:

- provide a framework to equip supervisors to provide constructive feedback on progress and performance
- promote training for supervisors and facilitate support for their role in supervising trainees
- communicate to supervisors the program requirements and learning objectives of the training programs that they supervise.

The Mentor role (recommended)

It is strongly recommended that trainees nominate a Mentor. The Mentor's role is to complement that of supervisors, by providing advice and support when required and impartial consideration of conflict situations, should they arise. A Mentor should be perceived by a trainee as a senior colleague, aware of the local, specialty and College requirements for training, to whom the trainee could turn for professional advice and support at any time during training.

The Mentor's duties

Mentors:

- help trainees define their learning needs and directions for development
- facilitate trainees' learning in the PREP Training Program
- counsel trainees on appropriate professional career options and alternatives
- assist in the resolution of conflicts within the context of the PREP Training Program
- refer trainees to other individuals or resources that will assist them during their training.

Interactions between trainees and Mentors are in confidence; a Mentor would not usually provide information to a supervisor, Director of Physician Education (DPE), Director of Advanced Training (DAT), SAC or other education committee without the consent of the trainee.

There can be significant benefits for both the Mentor and trainee if the relationship is based on a genuine professional interest in education and adult learning. There needs to be trust between both parties and a clear understanding of the respective roles and responsibilities.

Selection of a Mentor

The DPE or another colleague can have a role in helping trainees choose their Mentor. A Mentor will have an important role if there is insufficient support from one or more of the trainee's supervisors, or if the supervision is inadequate or does not satisfy the College requirements. At the time of passing the examination, it is recommended that trainees discuss with their Mentor their plans for Advanced Training over the three years.

In New Zealand, SACs are able to nominate a senior physician who can act in this role.

Reconsideration, Review and Appeals Process By-Law

The College is committed to procedural fairness, and has a process in place for trainees and Fellows dissatisfied with College decisions by which they are directly affected. The purpose of this process is to provide an internal grievance mechanism to ensure that those affected by decisions of the College are treated fairly and consistently.

The by-law can be found on the [College website](#).

Privacy

The College complies with the relevant privacy legislations: the *Privacy Amendment (Private Sector) Act 2001* in Australia and the *Privacy Act 1993* in New Zealand.

The College's Privacy Policy applies to all personal information collected, stored, used and disclosed by the College. The full policy can be found on the [College website](#).

The policy statement explains:

- what personal information the College collects
- how the College uses/discloses that information
- how the College stores that information
- entitlement to access personal information.

Working together

The College's Working Together policy aims to ensure that the College provides a safe working and training environment. It describes the practices expected in College activities, training programs, and the various workplaces and training environments where College staff, trainees, Fellows and overseas trained physicians are located.

The full policy can be obtained from the College on request; please see the [Contact details](#) section of this handbook.

Code of Conduct

The College aims to maintain a high standard of ethical behaviour and expects its Directors, Fellows and other members to treat each other and others with fairness, honesty and respect at all times.

The College [Code of Conduct](#) was developed in order to:

- articulate the high standards of honesty, ethical and legal behaviour expected of the College's Directors, Fellows and trainees
- encourage the observance of those standards
- guide Directors, Fellows and trainees as to the practices thought necessary to maintain confidence in the College's integrity
- set out the responsibility and accountability of individuals in particular to report unethical practices or suspected breaches of this Code while they are at the College premises, acting for or representing the College, dealing with College employees or conducting College business.

Accreditation of settings

It is required that core training in endocrinology is conducted in training positions that have been accredited by the SAC as suitable for Advanced Training. The accreditation of training settings supports the provision of quality training environments with an appropriate balance between teaching and learning, and service provision.

The SAC in Endocrinology in New Zealand has only recently commenced the accreditation of training sites. For information about accredited settings for Advanced Training in New Zealand, please contact the College's New Zealand office, details of which can be found in the [Contact details](#) section of this handbook.

Accredited settings for training

Training settings are accredited in recognition of the community's expectations for fully trained and competent physicians and paediatricians, and:

- to ensure that training posts provide high quality clinical training
- to aid the approval of individual training programs
- to provide information for trainees and supervisors about the training facilities, supervision, and mix of educational opportunities available at each site.

Processes for the accreditation of training settings aim to be transparent, reliable, valid and flexible. Sites are assessed against a set of predetermined criteria. Sites are assessed remotely, and in some cases this is followed by a face-to-face visit by two SAC members. Criteria and application forms can be found on the [College website](#) or obtained from the Education Officer to the SAC; please refer to the [Contact details](#) section of this handbook.

The SACs strongly recommend that trainees complete their Advanced Training at more than one training site.

Trainees considering training in overseas positions should seek guidance from the relevant SAC prior to applying for prospective approval.

List of accredited settings

The Australian SAC maintains a list of sites accredited for core Advanced Training in Endocrinology in Australia. This can be found on the [College website](#), or obtained from the Education Officer to the SAC; please refer to the [Contact details](#) section of this handbook.

Information on accredited sites for Advanced Training in New Zealand can be obtained from the Education Officer to the SAC; please refer to the [Contact details](#) section of this handbook.

Variations in training settings

Training outside Australia and New Zealand

The SACs require that Advanced Trainees spend a minimum of 12 months (FTE) core training in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.

Trainees intending to undertake Advanced Training outside Australia or New Zealand should enquire about the suitability of these training positions with their SAC well before applying for prospective approval of the training period. In all cases, trainees must satisfy to the SAC that the training and supervision in any overseas training program is satisfactory. Once the SAC has decided on the suitability of the post, trainees should complete the application process for approval of training as usual. Please see the [Eligibility and entry into Advanced Training](#) section of this handbook for further information.

There are many relief organisations where supervised clinical experience may be obtained. It is anticipated that such experience enhances trainees' breadth and depth of knowledge, and allows experience that could not be obtained in the Australian or New Zealand teaching hospital environment. All trainees undertaking such posts should consider having an Australian or New Zealand co-supervisor with whom they communicate at least every three months.

Training policies and processes

Education policies

The College is working towards the development of a comprehensive suite of policies and procedures to underpin the range of education programs offered by the College (Divisions, Faculties and Chapters).

All approved policies to date can be downloaded from the [College website](#).

Education policy	Description
Academic honesty and plagiarism	Defines the responsibilities of trainees enrolled in College education programs (Divisions, Faculties, and Chapters) in relation to academic honesty and plagiarism, and describes a process for dealing with identified cases of plagiarism (intentional and unintentional).
Accreditation of training settings	Defines the aims, principles, criteria and process for the accreditation of training settings for trainees enrolled in education programs provided by the College.
Assessment of overseas trained physicians & paediatricians (Australia)	Defines the College's (including its Divisions, Chapters and Faculties) framework for determining if the training and experience of an overseas trained physician/paediatrician (OTP) is "substantially comparable," "partially comparable," or "not comparable" to that of an Australian-trained physician/paediatrician. The policy details the assessment process and possible outcomes, including additional assessment requirements, for OTP applicants for specialist recognition, appointment to an Area of Need position and Fellowship of the College and/or its Chapters and Faculties.
Assessment of overseas trained physicians & paediatricians (New Zealand)	Defines the framework used by the College (including its Divisions, Faculties and Chapters) for determining if the training, qualifications and experience of an OTP are comparable/equivalent to that of a New Zealand-trained physician/paediatrician. The policy details the assessment process and possible outcomes, including additional assessment requirements, for OTP applicants for vocational registration.
Continuing professional development participation	Defines the continuing professional development (CPD) participation requirements for College Fellows and OTPs under peer review/supervision. This includes Fellows and OTPs of the Divisions, Faculties and Chapters.
Flexible training	Defines the provisions for College trainees (Division, Faculty, or Chapter), including Fellows in training, around time limit to complete training, leave entitlements, part-time training, and interrupted training, including parental leave.
International medical graduates: requirements for undertaking physician training in Australia	Defines the eligibility criteria for international medical graduates (IMGs) wishing to undertake a College training program in Australia in order to gain Fellowship of the College (Division, Faculty, or Chapter). Outlines the requirements for College endorsement of specified training programs for IMGs wishing to undertake a period of physician training to enhance their expertise and experience without joining a College training program or gaining Fellowship.
Participation by Fellows in preparatory courses for assessments	Defines the obligations of Fellows in relation to participation in preparatory courses (commercial and non-commercial) or training sessions for centrally administered College assessments.
Post-Fellowship training requirements	Defines the requirements for College Fellows who wish to undertake further training and achieve recognition by the College in a specialty different to that in which Advanced Training was undertaken for the award of FRACP.
PREP Program: Case-based Discussion	Defines the requirements for the Case-based Discussion for any College training program requiring use of the tool.

Education policy	Description
PREP Program: Learning Needs Analysis	Defines the requirements for the Learning Needs Analysis for any College training program requiring use of the tool.
PREP Program: Mini-Clinical Evaluation Exercise	Defines the requirements for the mini-Clinical Evaluation Exercise for any College training program requiring use of the tool.
PREP Program: Professional Qualities Reflection (formerly known as Significant Incident Analysis Tool)	Defines the requirements for the Professional Qualities Reflection (formerly known as Significant Incident Analysis Tool [SIAT]) for any College training program requiring use of the tool.
Progression through training	Defines the requirements for College trainees (including Fellows in training) to gain certification of satisfactory progress in, and completion of, a College training program (Division, Faculty or Chapter).
Recognition in a specialty of Adult Medicine or Paediatrics & Child Health without completion of the relevant Advanced Training Program	Defines the requirements for College Fellows (Adult Medicine or Paediatrics & Child Health) to be recognised by the College in a specialty different to that in which their Advanced Training Program was undertaken, or in a specialty undertaken before SACs/JSACs/STCs were established, on the basis of prior certified or experiential learning achieved through a substantial period of professional practice, acquired competence and professional development in that specialty.
Recognition of prior learning	Defines the requirements for recognition of prior learning (RPL) for trainees (in Australia and New Zealand) enrolled in College education programs (Divisions, Faculties, and Chapters).
Special consideration for assessments	Defines the requirements and processes for dealing with requests for special consideration in relation to centrally administered assessments undertaken by College trainees (in Australia and New Zealand).

Variations in training

Part-time training

Training may be undertaken full-time or part-time, or a combination of both. Refer to the [Flexible Training Policy](#) for information on the minimum load for part-time training and the time limit to complete a training program.

Post-Fellowship training

Post-Fellowship (post-FRACP) training is available to College Fellows with FRACP who wish to complete a Divisional Advanced Training program in another specialty. Refer to the [Post-Fellowship Training Requirements \(Divisions\) Policy](#) for more information about post-FRACP training.

Dual training

Australia

Advanced Trainees may wish to complete more than one Divisional Training Program at a time; this is commonly known as dual training. In this case, the training requirements of both supervising committees must be satisfied. Once a trainee has completed the requirements of one specialty training program, they will be awarded Fellowship (FRACP). For the remainder of their second specialty training, they will be considered a post-FRACP trainee.

For each rotation completed as part of dual training in Australia, the trainee will nominate training a primary training committee, which usually supervises core training, and a secondary training committee, which usually supervises non-core training. A trainee's primary and secondary supervising committees will change according to the specialty they are training in each term. In most cases, the completion of requirements – such as Learning Needs Analysis, Case-based Discussion, mini-Clinical Evaluation Exercise and Direct Observation of Procedural Skills – for yearly progression of the primary training committee will be recognised by the secondary training committee.

Trainees undertaking dual training should apply for prospective approval of their Advanced Training Program by completing one application form that is submitted to the primary supervising committee. Both committees will approve and certify training rotations according to their respective training curricula.

Trainees considering undertaking dual training are strongly advised to contact the Education Officers for the two specialties prior to commencement; please see the [College website](#) for the contact details for all Education Officers.

New Zealand

New Zealand trainees undertake dual training concurrently with two SACs. The Advanced Training program should be submitted prospectively to both training committees, which will approve and certify training rotations according to their own training curriculum.

Dual training is particularly well suited to the increasing number of hospitals that seek consultants capable of providing a specialty service (usually in the form of a specialty outpatient or procedure clinic), but who can also participate in an acute, undifferentiated medicine on-call roster and care for patients admitted to general medicine inpatient units. Conversely, consultants not trained in general medicine may not be able to be locally credentialed as consultants capable of providing care to patients with undifferentiated acute medical problems, and thus, may be limited in their employment options.

Joint training

A joint training program is a single, cohesive Advanced Training program that results in the trainee being awarded more than one Fellowship. Joint training programs are usually conducted in conjunction with other postgraduate medical colleges. Joint training programs offer significantly reduced overall training time when compared with the time it would take to achieve both Fellowships separately. An example of one joint training program is the Infectious Diseases and Microbiology program run jointly by the College (RACP) and the Royal College of Pathologists of Australasia (RCPA).

Conjoint training

Conjoint training involves a trainee undertaking two separate programs independently, that each lead to the award of a different Fellowship. This may refer to training conjointly in two College programs (e.g. Divisional training in Geriatric Medicine and Faculty training in Rehabilitation Medicine), or training conjointly in a College program and a program run by another organisation (e.g. training in Addiction Medicine with the College and training in Addiction Psychiatry with the Royal Australian and New Zealand College of Psychiatrists).

Conjoint trainees are required to complete the administrative processes and program requirements for each of the programs they are undertaking.

Recognition of previously certified prior learning

Trainees who have had Advanced Training previously certified by an Advanced Training committee may apply for this training to be certified by another Advanced Training committee. In this case, the committee considering certification will assess the training period against their current training requirements.

Trainees wishing to apply for certification by another committee must contact the Education Officer to the SAC to determine their eligibility; please see the [Contact details](#) section of this handbook.

Transfer between Adult Medicine and Paediatrics & Child Health Training

Advanced Trainees wishing to transfer from Adult Medicine to Paediatrics & Child Health, or vice versa, should consult the relevant Division Education Committee via the committee Education Officer.

Trainees who have completed Basic Physician Training and the Divisional Written and Clinical Examinations in Adult Medicine and wish to undertake Advanced Training in general or specialty paediatrics will normally be required to successfully complete the following prior to commencing Advanced Training:

- one year of Basic Training in Paediatrics & Child Health
- the Divisional Clinical Examination in paediatrics
- an Advanced Paediatric Life Support course.

In addition to completing an Advanced Training program, the trainee would need to successfully complete Developmental & Psychosocial Training (AUS) or the Mandatory Paediatric Requirements (NZ) prior to admission to Fellowship.

Trainees who have completed Basic Training and the examination in Paediatrics & Child Health and wish to undertake an Advanced Training program in Adult Medicine in general or specialty adult internal medicine will normally be required to successfully complete the following prior to commencing Advanced Training:

- one year of Basic Training in Adult Medicine
- the Divisional Clinical Examination in adult medicine
- an Advanced Life Support course.

Fellowship

Admission to Fellowship

Trainees are eligible to be admitted to Fellowship of the College on the completion of all Basic Training and Advanced Training requirements. The College will notify trainees who are approaching the end of their training that they are eligible to apply for admission to Fellowship. This process involves completion of an application form, and the payment of a fee upon admission. There are several rounds of admission to Fellowship each year.

Trainees will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, trainees who complete training are issued a letter confirming the completion of their training. Trainees completing a training program subsequent to admission to Fellowship also receive a letter confirming all of the training programs that they have completed.

Information for new Fellows

Continuing professional development (CPD)

Meeting the requirements of a continuing professional development (CPD) program is a regulatory requirement for all Fellows in Australia, New Zealand and overseas who are in active practice. To be considered as compliant with the RACP CPD Participation Policy, Fellows must participate in a CPD program either of the RACP or an equivalent Medical College accredited by the Australian Medical Council (AMC), Medical Council of New Zealand (MCNZ) or equivalent international regulatory authority.

MyCPD is the CPD program for Fellows of the College. This innovative online program, developed in consultation with The Royal College of Physicians and Surgeons of Canada, is tailored to meet the professional development needs of each participant. The MyCPD program is founded on participants identifying their own personal professional development needs, planning activities to meet those needs, and then reflecting on the activities undertaken – all as part of their ongoing professional development cycle.

For further information on CPD, please see the [College website](#).

Contact details

Education Officers

The Education Officers to the SACs are the first point of contact for any training related enquiries.

Australia

Education Officer to the SAC in Endocrinology
Education Services
The Royal Australasian College of Physicians
145 Macquarie Street
SYDNEY NSW 2000

Phone: +61 2 8247 6280

Email: Endocrinology@racp.edu.au

New Zealand

Education Officer to the SAC in Endocrinology
PO Box 10601
WELLINGTON 6143

OR

4th Floor
99 The Terrace
WELLINGTON 6011

Phone: +64 4 472 6713

Email: Endocrinology@racp.org.nz

Trainees' Committees

Australia

Email: traineescommittee@racp.edu.au

New Zealand

Email: traineescommittee@racp.org.nz

Specialty societies

The following societies are the peak professional bodies representing endocrinology physicians/ paediatricians in Australia and New Zealand.

Endocrine Society of Australia

Email: esa@racp.edu.au

Australian Diabetes Society

Email: suzie@diabetessociety.com.au

Australian and New Zealand Bone and Mineral Society

Email: anzbms@racp.edu.au

Australian Paediatric Endocrine Group

Email: apeg@willorganise.com.au

