



Endocrinology

Program overview

In Advanced Training in Endocrinology, you'll explore in-depth specialty training in the physiology and pathophysiology of hormones and hormone-producing tissues. You will train under supervision and prepare for independent practice as a consultant. The program builds your skills through work-based learning and assessment tools.

Program updates

The Advanced Training in Endocrinology Program is evaluated biennially by the Advanced Training Committee (ATC) in Endocrinology and the Aotearoa New Zealand Advanced Training Subcommittee (ATS) in Endocrinology to ensure that it's in line with educational best practice. Changes in program requirements may occur and could impact your training plan. You must ensure you're following the correct requirements during your training.



Entry requirements

Prospective trainees must have:

- completed RACP Basic Training, including the Written and Clinical Examinations
- a current medical registration
- been appointed to an appropriate Advanced Training position

New and current trainees need to apply for Advanced Training each year.

Duration

Advanced Training in Endocrinology requires 3 years (36 months) of full-time equivalent (FTE) training.

Fellowship

Once you've completed all requirements of your training and the ATC/ATS in Endocrinology has recommended you for admission, the College will invite you to apply for Fellowship of the Royal Australasian College of Physicians.

See [Becoming a Fellow](#) for information on admission to Fellowship.

As a Fellow in active practice in Australia, Aotearoa New Zealand or overseas, you'll need to meet the annual requirements of the [Continuing Professional Development program](#).

Apply or re-register

Australia

Australian trainees can complete their registration online.

[Apply online](#)

If the online application is closed, email an [application form](#) (DOC) to Endocrinology@racp.edu.au

Aotearoa New Zealand

Aotearoa New Zealand trainees must email an [application form](#) (DOC) to endocrinology@racp.org.nz

Application deadlines

Australia

15 February | first half or whole of the current year

31 August | second half of the current year

Aotearoa New Zealand

15 December | first half or whole of the following year

30 April | May to August rotations

30 June | second half of the current year

You're responsible for organising all necessary documentation for submission by the deadline. We recommend that you keep a copy of your application for future reference.

See program key dates for trainees and supervisors.

Late applications

Late applications will be considered up to 1 month after the deadline.

Applications received 1 month after the deadline won't be considered unless exceptional circumstances can be demonstrated in line with the [Special Considerations for Assessment Policy](#).

Late applications may incur a fee.

Late fees won't apply if supervisor approval is pending after the deadline.

Fees

The standard annual [membership fees](#) apply.

Visit [MyRACP](#) to pay or view previous training program payments.

About your training position

Core training must be undertaken at [accredited settings](#).

Once you have secured a training position, you must prospectively apply for approval as per the [Progression through Training Policy](#).

The College is not involved in the recruitment and selection of trainees. Our role is to set and monitor standards for selection and provide advice to settings and their selection committees.

Training approval and certification

Approval of training periods are determined by the Advanced Training Committee (ATC) in Endocrinology. To be approved, your individual training program must be consistent with the training requirements and appropriate for the stage of training you have reached.

Upon completion of each rotation or calendar year of training, the ATC reviews your progress according to the training requirements. If you have satisfactorily completed all training requirements, the ATC will certify that training period.

Training variations

See [variations in training](#) for processes covering dual, joint, conjoint and post-Fellowship training.

See [flexible training options](#) for information on part-time training, interruptions to training, withdrawing from training and time limits.

Rotation or supervision changes

Changes to your rotation require you to re-submit an application form (if online registration is closed) to your training committee as soon as possible. This includes any changes to sites, dates of rotations and flexible training arrangements.

Change to your supervision must be notified as soon as possible by submitting a [Supervisor Details Amendment Form](#) (DOC).

Some changes may require a review of the approval decision and can affect the certification of your training.

More information

[Advanced Training Selection and Matching](#)

[Overseas specialists](#)

[Trainee responsibilities](#)

Training requirements

At the end of your Advanced Training in Endocrinology, you'll have completed 36 months of certified training time consisting of work-based learning and assessment tools.

The PREP teaching and learning activities are designed to support you in your reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used, catering to a range of learning needs, styles and situations that may arise in your workplace training.

See forms and resources for the training program curricula.

Requirements overview



Core training

(24 months minimum)

Supervision

1 x supervisor per rotation, who is a Fellow of the RACP and a practising endocrinologist

1 x supervisor per rotation, who can be a Fellow of the RACP

Teaching and learning

2 x Learning Needs Analysis per training year

1 x Professional Qualities Reflection per training year

Assessments

2 x Case-based Discussions per training year

2 x Mini-Clinical Evaluation Exercises per training year

1 x Supervisor's Report per rotation (2 per 12-month rotation – full-time and part-time trainees)

1 x Trainee's Report (Aotearoa NZ only)

Non-core training

(12 months maximum)

Supervision

1 x supervisor per rotation, who is a Fellow of the RACP and a practising endocrinologist

1 x supervisor per rotation, who can be a Fellow of the RACP

Teaching and learning

2 x Learning Needs Analysis per training year

1 x Professional Qualities Reflection per training year

Assessments

1 x Case-based Discussions per training year

1 x Mini-Clinical Evaluation Exercise per training year

1 x Supervisor's Reports per rotation (2 per 12-month rotation – full-time and part-time trainees)

1 x Trainee's Report (Aotearoa NZ only)

Advanced Training summary

After 36 months of certified training time, you will have completed:

- 24 months of core training:
 - Must include 12 months required clinical training (Adult Medicine trainees only)
- 12 months of non-core training
- 1 x Trainee interview (Australian trainees only)
- 1 x Logbook (Paediatrics & Child Health trainees only)
- 1 x Advanced Training Research Project (trainees who commenced training in 2017 onwards)
- 2 x Abstracts of case reports (trainees who commenced training in 2017 onwards)
- 3 x Abstracts of case reports (Australian trainees who commenced training before 2017)
- 3 x Case reports, small projects or audits (Aotearoa NZ trainees who commenced training before 2017)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety online course (trainees who commenced in 2023 onwards)
- Developmental and Psychosocial Training (Paediatric & Child Health trainees only)
- Meeting attendance as required

2023-24 program updates



In your 2023 and 2024 training year, these requirement changes apply.

Time-based requirements

Training rotations	
Non-core training	
2022	2023-24

<p>Adult Medicine trainees Attendance at 2 clinic sessions per week (endocrine or diabetes) is recommended, with 1 clinic per week accepted under special circumstances, for example during a research year or certain paediatric rotations.</p> <p>Paediatrics and child health trainees Attendance at 2 clinic sessions per week (endocrine or diabetes) is recommended. Under special circumstances, possible alternatives can include:</p> <ul style="list-style-type: none"> • 1 clinic per week is acceptable • weekly attendance and participation at endocrinology educational meetings plus regular on call in paediatric endocrinology 	<p>Adult Medicine trainees commencing in 2023 onwards Attendance at 1 endocrine clinic per week is mandatory, with 2 clinics (endocrine and diabetes) recommended.</p> <p>Paediatrics and child health trainees commencing in 2023 onwards Attendance at 1 endocrine clinic per week is mandatory, with 2 clinics (endocrine and diabetes) recommended.</p>
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Work-based learning and assessment requirements

Course and meeting attendance	
Paediatrics and Child Health trainees	
2022	2023-24
<p>Australia Attend 2 meetings by the end of your training program. One meeting must be the Australia and New Zealand Society for Paediatric Endocrinology and Diabetes (ANZSPED) Fellows School.</p> <p>Aotearoa New Zealand Attend the following meetings by the end of your training:</p> <ul style="list-style-type: none"> • ANZSPED annual scientific meeting • Asia Pacific Paediatric Endocrine Society Biennial Scientific Meeting • European Society for Paediatric Endocrinology Annual Meeting • Paediatric Endocrinology Society Annual Meeting <p>Attendance at Adult Medicine meetings is recommended but not essential for paediatric trainees.</p>	<p>Australia and Aotearoa New Zealand trainees commencing in 2023 onwards Attend 3 of the following meetings by the end of your training program:</p> <ul style="list-style-type: none"> • ANZSPED Fellows school at least once (maximum of 2 ANZSPED Fellows schools will be counted towards training) • ANZSPED annual scientific meeting • Fellows school and/or scientific meeting of Asia Pacific Paediatric Endocrine Society (APPEs) • Fellows school and/or scientific meeting of European Society for Paediatric Endocrinology (ESPE) • Science School and/or scientific meeting of International Society for Paediatric and Adolescent Diabetes (ISPAD) • Paediatric Endocrine Society (PES) North America <p>Trainees are encouraged to attend at least 1 scientific meeting during their training. Attendance at Adult Medicine meetings is recommended but not essential for paediatric trainees.</p>
Cultural Safety	
2022	2023-24

N/A

Trainees commencing 2023 onwards

Complete the Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety online course before the end of your Advanced Training*

* If not already completed during Basic Training.

Time-based requirements

Adult Medicine



The Advanced Training Program in Endocrinology allows adequate time for you to gain the necessary learning experiences across a range of relevant rotations during your 3-year total training period (36 months FTE).

You may commence your training in either a core, a required clinical year or a non-core training position.

We strongly recommended that you complete your Advanced Training at more than 1 training site.

Core training

A minimum of 24 months (FTE) of core training in accredited training positions is required, including 12 months training in a Required Clinical Year (RCY) training position.

No more than 12 months of RCY training can be counted towards your Advanced Training Program.

Any additional RCY training undertaken will be certified as core training.

Non-core training

A maximum of 12 months (FTE) of non-core training can be undertaken in clinical training in other disciplines or in research.

We recommended that your non-core training incorporates an endocrine component and follows the [Endocrinology \(Adult Medicine\) Advanced Training Curriculum](#) (PDF).

Appropriate rotations include, but are not limited to:

- chemical pathology
- genetics
- nephrology
- transplant/autoimmune pathology
- nuclear medicine
- obstetric medicine

- general medicine

Trainees who commenced in 2023 onwards

Attendance at 1 endocrine clinic session per week is mandatory, with 2 clinics (endocrine and diabetes) recommended.

Trainees who commenced before 2023

Attendance at 2 clinic sessions per week (endocrine or diabetes) is recommended, with 1 clinic per week accepted under special circumstances, for example during a research year or certain paediatric rotations.

Training time

At least 24 months of Advanced Training in Endocrinology must be undertaken in Australia and/or Aotearoa New Zealand. This is to ensure that you receive adequate exposure to local practices and health services.

Paediatrics & Child Health



The Advanced Training Program in Endocrinology allows adequate time for you to gain the necessary learning experiences across a range of relevant rotations during your 3-year total training period (36 months FTE).

You may commence your training in either a core or a non-core training position.

We strongly recommend that you complete your Advanced Training at more than 1 training site.

Core training

A minimum of 24 months training (FTE) of core training must be undertaken at a recognised/tertiary training site with the ability to manage endocrinology emergencies in a paediatric and neonatal intensive care unit.

You're to attend 2 endocrine clinics a week minimum and 1 diabetes clinic a week minimum, seeing 1 to 2 new patients and 2 to 4 review patients each clinic.

Attendance and active participation in weekly and site-based endocrine meetings is also expected.

You are also required to be on call 1 in every 6 weeks (minimum) – specifically first on call – accumulating a significant amount of after hours on call.

At least 50% of your training time (0.5 FTE) is to be dedicated to clinical endocrinology in each core training year.

Non-core training

A maximum of 12 months (FTE) of non-core training can be undertaken in clinical training in other disciplines or in research.

We recommend that your non-core training incorporates an endocrine component and follows the [Endocrinology \(Paediatrics\) Advanced Training Curriculum](#) (PDF).

Appropriate rotations include:

- chemical pathology
- genetics
- adolescent medicine
- adolescent psychiatry
- gynaecology
- adult endocrinology
- metabolic medicine

Trainees who commenced in 2023 onwards

Attendance at 1 endocrine clinic session per week is mandatory, with 2 clinics (endocrine and diabetes) recommended.

Trainees who commenced before 2023

Attendance at 2 clinic sessions per week (endocrine or diabetes) is recommended.

Under special circumstances, possible alternatives can include:

- 1 clinic per week is acceptable
- Weekly attendance and participation at endocrinology educational meetings plus regular on call in paediatric endocrinology

Child and Adolescent Psychiatry terms may also be counted towards non-core training if it meets the training requirements. Trainees undertaking Developmental & Psychosocial Training in other paediatric terms must complete the 6 months of training in addition to their 36 months of Advanced Training.

Training time

At least 24 months of Advanced Training in Endocrinology must be undertaken in Australia and/or Aotearoa New Zealand. This is to ensure that you receive adequate exposure to local practices and health services.

Program key dates

Australia



January – March

- **31 January** | Previous year's Supervisor's Report and all PREP learning and assessment tools due (for trainees not applying for Fellowship in December)
- **15 February** | Applications for Approval of Advanced Training for first half or whole year due
- Learning Needs Analysis
- Case-based Discussion

April – June

- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise
- Professional Qualities Reflection

July – September

- **15 July** | Supervisor's Report due
- **31 August** | Applications for Approval of Advanced Training for the second half of the year due
- **15 September** | Advanced Training Research Project due (trainees who commenced in 2017 onwards)
- Case-based Discussion
- Learning Needs Analysis

October – December

- **15 October** | Abstracts and case reports due
- **15 October** | Supervisor's Report and all PREP learning and assessment tools due (trainees eligible for Fellowship in December)
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise

Aotearoa New Zealand



December – February

- **15 December** | Applications for Approval of Advanced Training for the first half or whole of the following year due
- **15 December** | Supervisor's Report and all PREP learning and assessment tools due
- **15 December** | Trainee's Report for the second half of the year or whole year due
- **15 December** | Advanced Training Research Project due
- **15 December** | Abstracts and case reports due

- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise

March – May

- **30 April** | Applications for Approval of Advanced Training May to August rotations due
- Case-based Discussion
- Learning Needs Analysis self-evaluation

June – August

- **30 June** | Applications for Approval of Advanced Training for the second half of the year due
- **30 June** | Supervisor's Report due
- **30 June** | Trainee's Report for the first half of the year due
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise
- Professional Qualities Reflection

September – November

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

Work-based learning and assessment requirements

A work-based learning and assessment tool requirement stipulates what you must achieve as part of your training program.

Type of assessment

Formative: Focuses on learning through feedback and guidance, which assists trainees and supervisors in the formal feedback discussion through prompting discussion of or highlighting areas of a trainee's performance. Assessments are based on existing workplace-based assessment methods and are best practice in medical education.

Summative: Focuses on judgements about trainee progression, resulting in pass or fail decisions on a trainee's performance.

Abstracts and case reports

Trainees are required to engage in research activities during Advanced Training. This requirement enables you to gain experience:

- in research methods
- in interpretation of research literature
- in participation in research at some stage of your career
- to develop quality improvement skills

Accepted project formats

Abstract of case reports

An abstract of case report can be either an abstract submitted to a scientific meeting or a summary of a presentation at a regional, state, territory or national meeting.

Presentations made within your own training setting, for example hospital grand rounds or journal club, are not acceptable.

Word limit: 300 words maximum.

Case reports

Generally, a case report should describe a new or novel aspect of a case, sourced from any aspect of endocrinology.

Your case report should include a detailed description of the case and a detailed review of the available literature.

Published case reports that are essentially a 'letter to the editor' of a medical journal are usually too short on detail and inadequately referenced to be considered satisfactory.

Audit (trainees who commenced before 2017)

An audit should be an area of interest to you.

You can audit a novel project or a program within your training setting, offering a detailed discussion of your findings.

Small projects (trainees who commenced before 2017)

A small project will generally consist of a smaller body of work that you can complete within 1 year. Project formats can include:

- case series illustrating a novel clinical finding or problem

- departmental audit
- narrative review
- cross-sectional study relevant to endocrinology

Requirements

Australia



Trainees who commenced before 2017

3 x Abstract of case reports to be completed over the course of your training

Note: 1 x Abstract of case reports must be a research study or clinical audit.

Trainees who commenced in 2017 onwards

2 x Abstract of Case Reports over the course of your training

Paediatric trainees | Abstracts of presentations at ANZSPED Fellows School will not be accepted.

Deadline

Due 15 October in your final year of training.

Submit your abstract with your [Supervisor's Report](#) (DOC)

It should clearly state the title and that you're the main author, and be accompanied by documentation of where the case was presented or a copy of the publication that it was published in.

Resources

[Endocrinology Supervisor's Report](#) (DOC)

[Research Project Checklist and Planner](#) (XLS)

Aotearoa New Zealand



Trainees who commenced before 2017

3 x Case reports, audits or small projects, 1 per year over the course of your training

Trainees who commenced in 2017 onwards

2 x Abstract of Case Reports over the course of your training

Paediatric trainees | Abstracts of presentations at ANZSPED Fellows School will not be accepted.

Deadlines

Trainees who commenced before 2017: 15 December, each year of training.

Trainees who commenced in 2017 onwards: 15 December in your final year of training.

Submit your abstract with your [Supervisor's Report](#) (DOC)

It should clearly state the title and that you're the main author, and be accompanied by documentation of where the case was presented or a copy of the publication that it was published in.

Resources

[Endocrinology Supervisor's Report](#) (DOC)

[Research Project Checklist and Planner](#) (XLS)

Advanced Training Research Project

Requirement for trainees who commenced in 2017 onwards

Overview +

The Advanced Training Research Project (ATRP) is a report on a project that you have had significant involvement in designing, conducting of research and analysis of data. It enables you to gain experience in:

- research methods
- interpretation of research literature
- participation in research at some stage of your career
- developing quality improvement skills

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

The ATRP, introduced to most trainees who commenced after 2017, addresses wide variations in purpose, type, quantity and assessment criteria across the RACP Training Programs. An ATRP submission provides evidence of the skills of:

- considering and defining research problems
- the systematic acquisition, analysis, synthesis and interpretation of data
- effective written communication

The ATRP requirement must be undertaken and completed during your Advanced Training. If you are dual training, you only need to complete one ATRP over the course of Advanced Training.

Review your training program requirements to confirm whether there are any additional research requirements beyond completing your ATRP.

Recognition of Prior Learning

You can apply for a Recognition of Prior Learning (RPL) exemption from the ATRP requirement if you can demonstrate that you've successfully completed an approved exemption. This can include:

- research doctoral degree, like MD or PhD
- Masters by research
- major project completed through a Masters by coursework

An ATRP completed through Masters by coursework must meet project type requirements and be submitted for marking according to the marking process.

Recognition of all project exemptions completed prior to entry into training are considered in accordance with our [Recognition of Prior Learning Policy](#).

Exemptions completed during your Advanced Training Program will be assessed for suitability against the ATRP guidelines and marking criteria.

Applying

You must apply for RPL within 3 months of commencing your first rotation in your Advanced Training Program.

Your Advanced Training Committee or Subcommittee, which reviews all RPL applications, will contact you about the outcome.

In the case where your PhD is in progress or incomplete, you can:

- submit your PhD upon completion for RPL consideration, or
- partially submit your PhD for RPL consideration if it meets one of the acceptable research project

types, such as systematic review

Again, in this instance you need to apply within 3 months of commencing your rotation.

All RPL applications are reviewed on a case-by-case basis. Exemption is granted only when the evidence presented fulfils the relevant ATRP requirements, separate to whether your research or coursework is relevant to your current specialty.

All supporting documentation relevant to your RPL application must be reviewed by project markers to allow project exemptions.

Requirements +

Requirement

1 x Advanced Training Research Project to be completed in any year before the end of Advanced Training.

Deadlines

Australia: 15 September.

Aotearoa New Zealand: 15 December.

It's recommended that you submit your research project by the annual submission date in your penultimate year to allow time for marking and/or resubmission if your project is initially marked as 'resubmit'.

Resources

[Advanced Training Research Project cover sheet](#) (DOC)

Accepted project formats +

Three research project types are accepted:

- research in:
 - human subjects, populations and communities and laboratory research
 - epidemiology
 - field research

- medical education
- audit
- systematic review

Additional project formats may be considered provided they meet the Advanced Training Research Project (ATRP) guidelines and marking criteria. Trainees and supervisors seeking additional format approval need to provide justification as to how the project submission meets the criteria.

Research in human subjects, populations and communities or laboratory research

This project type also includes epidemiology, field research and medical education research.

Step-by-step: Research in human subjects, populations and communities or laboratory research

1. General preparation

- Identify a supervisor and review the ATRP guidelines.
- Develop skills in scientific writing to apply for grant support, publish scientific and medical papers.

2. Identify the problem and formulate research questions

- Consider and define a health-related problem.
- Review, analyse and synthesise evidence related to the existing literature, or your current practice, to identify research gaps and formulate research questions or hypotheses.

3. Develop the research design

- Convert information needs into answerable questions and clearly identify the specific aims of a study designed to address the question.
- Identify an appropriate research method and techniques.
- Identify the ethical issues arising from conduct of the study.
- Obtain ethics approval from the appropriate body, if required.

4. Collect or identify data to achieve the study objectives

- Apply quantitative or qualitative methods.

5. Write up research

- Appraise and synthesise the research findings in consideration of the research objectives and hypotheses.
- Set findings within the context of the wider literature on the topic.
- Apply the results of the study to practice.

- Demonstrate effective and succinct written communication.
- Outline how research should and could contribute to the practice of evidence-based medicine.
- Assess strengths, weaknesses and limitations of the research project.
- Reference using a consistent style.

6. Self-reflection

- Evaluate your performance.
- Discuss your performance with your supervisor – consider any issues that arose during the research project and how the findings might change your practice.

Audit

An audit project aims to assess, evaluate and improve the quality of healthcare through the systematic review of practice. A specific component of practice to be reviewed is identified and local performance is assessed against specific criteria in relation to the gold standard.

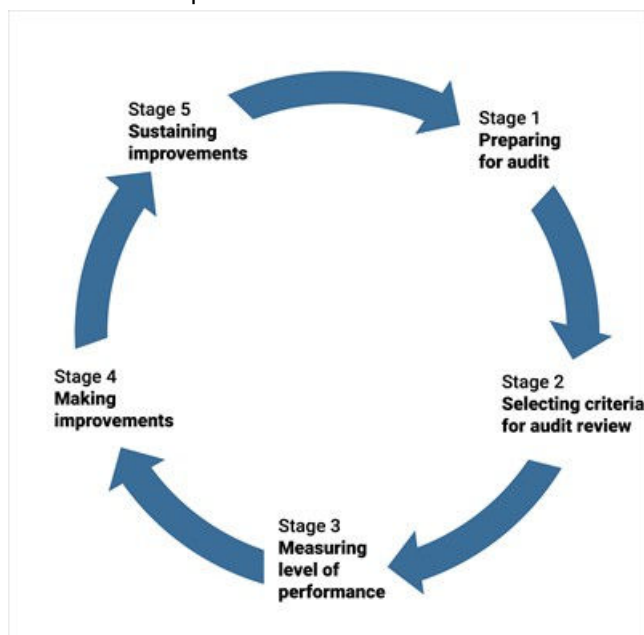
An audit will identify substandard areas and develop recommendations for implementation, based on a succinct review of the literature. The audit should then be repeated to assess the success of the interventions.

If a repeated audit isn't possible due to time constraints, then a plan for implementing, measuring and sustaining improvements must be presented.

Your audit should be of an area of interest to you. Look at opportunities to audit a novel project or program within your training setting.

The size of your audit is dependent on the topic and nature of the audit undertaken. The presentation of the audit must adhere to the standards for presentation of research, including the suggested word count.

You must demonstrate a clear understanding of the audit cycle, with evidence of how your work will lead to an improvement in clinical practice.



Step-by-step: Audit

Follow the paradigm of 'joined-up research', which begins by assessing a problem, moving on to implementing change and completing the circle by evaluating change over an appropriate

period.

1. Identify a topic that is important to audit.
2. Review the literature and other relevant information to determine standards against which to audit.
3. Develop audit criteria that will measure performance against the agreed standard.
4. Collect and analyse data and report results.
5. Reflect on results and develop improvement plan.
6. Implement improvement plan.
7. Repeat data collection to measure improvement.

Systematic review

A systematic review is a method of critically appraising bodies of research studies with a high level of rigour. Systematic reviews are different to narrative reviews and expert commentaries because they use a well-defined protocol to ensure high coverage of all relevant information and can be replicated easily. A standard, published protocol, such as the PRISMA guidelines could be used.

For ATRPs, the systematic review should be conducted in an area of relevance of your practice.

Step-by-step: Systematic review

1. Define the review question and rationale behind question.
2. Develop inclusion and exclusion criteria for including studies, search for studies and explain search syntax, define search strategy – for example a brief description of PICO, identify and defend databases searched.
3. Assess study quality.
4. Select studies and collect data.
5. Assess risk of bias of included studies.
6. Analyse data.
7. Interpret results and draw conclusions.

Resources

[RACP Online Learning Resource: Research Project](#) 

Presentation guidelines

You're encouraged to present your Advanced Training Research Project (ATRP) orally at hospital, state or national meetings and submit your work for publication in an appropriate peer-reviewed journal. It should meet the requirements of that journal and instructions to authors for the journal should be submitted with the ATRP.

The ATRP word limit should be appropriate to the study type:

- quantitative research | up to 3500 words
- qualitative research | up to 5000 words

You must comply with the [Academic Integrity in Training Policy](#).

Your ATRP presentation should contain:

1. Abstract | approx 10% of word count

- concise summary of the background, aims, methods, results and conclusions

2. Introduction

- discussion and placement of the research in context of published literature
- critique of literature if there are alternative views

3. Aims

- define the research aim, questions and hypotheses

4. Methodology

- describe the methods used in enough detail to allow it to be replicated

5. Statistical analysis

- perform appropriate statistical analysis of the data

6. Results

- present the results in figure and tabular format to the standard of published literature
- include figure and table legends with a brief description of your data and statistical

analysis

7. Discussion

- discuss and interpret the results
- discuss the results in context of published literature - for example, do your results support or disagree with published literature and do they enhance what is already published?
- consider the limitations of the study

8. Conclusion

- brief conclusion of the research
- potential project improvements if you were to repeat the study
- future steps/directions

9. Reference list

Resources

[RACP Online Learning Resource: Research Project](#) 

[Research Project checklist and planner](#) (XLS)

Submission guidelines

When electronically submitting your Advanced Training Research Project (ATRP), you're to provide:

- an [Advanced Training Research Project cover sheet](#) (DOC)
- Turnitin similarity report

The Turnitin submission and reporting process is outlined in the project cover sheet.

Email your research project submission to Research.Project@racp.edu.au

About Turnitin

Turnitin is an originality and plagiarism detection tool, which compares projects against electronic texts from the Internet, published works and assignments previously submitted to Turnitin by other users.

The similarity report you're to obtain from Turnitin provides you the opportunity to make any changes prior to submitting your project to the College for marking.

An updated similarity report must be submitted with the project if changes are made. If an updated report isn't submitted, the College will obtain a report on your behalf and you won't have the opportunity to make changes.

Find out more about [Turnitin](#) detection tool.

For most Advanced Training Programs, submission of your research project is due by your second last year of training to ensure enough time for marking the project and the opportunity to resubmit if required. Refer to the requirements for submission dates.

To request an extension, [contact your specialty's Education Officer](#).

If you don't meet the prescribed deadline, it could delay your progression of training, or if you are near the end of training, it can delay your admission to Fellowship. It's important to plan early and submit your project as soon as possible.

Resources

[Advanced Training Research Project cover sheet](#) (DOC)

[Advanced Training Research Project marking criteria](#) (DOC)

[Research Project checklist and planner](#) (XLS)

Marking outcomes

Research projects are independently marked by 2 assessors using the [Advanced Training Research Project marking criteria](#) (DOC) common to all Advanced Training Programs.

In the case that the assessors cannot reach agreement, the research project is sent to a third assessor who will determine an outcome.

There are 3 grading outcomes that a project reviewer can make:

- Pass – meets expected standard, below expected standard in no more than 1 criterion
- Resubmit – 2 or more areas below the expected standard
- Fail – doesn't meet any of the criteria for a research project

You'll receive the outcome of your project within approximately 8 to 12 weeks of submission to the College. Delays in receiving project outcomes can happen between September and January, when the majority of project submissions are expected to occur.

If your project is marked as 'resubmit', you'll have 2 more opportunities to resubmit the same project to assessors with revisions. If you're dissatisfied with the outcome following 2 resubmissions, you can request for 2 new assessors to mark the project.

You can also request 2 new assessors to mark your project if it's marked as a 'fail' in the first instance. Note: you will incur a fee for any additional marking.

In this stage of marking, there are only 2 marking outcomes new assessors can provide – 'pass' or 'fail'. If your project is marked as a 'fail' by the 2 new assessors, you cannot resubmit again and will need to complete a substantially new project to meet your ATRP requirement.

Resources

[Advanced Training Research Project marking criteria](#) (DOC)

Project supervisor's role



Your research project supervisor guides you with your project choice, method, data analysis and interpretation, and quality of written and oral presentation.

A project supervisor requires specific skills and experience and likely won't be your training rotation supervisor. To find an appropriate supervisor:

- explore the work of notable researchers in your hospital or network who may be able to help you find suitable potential project supervisors
- ask your training rotation supervisor for advice, relevant contacts or to direct you to another colleague who can
- attend research groups or events held at your hospital to get ideas, meet research supervisors and network with trainees

These steps are important if you're at a small training site with limited research opportunities.

If you end up with a project supervisor and a training rotation supervisor, clear communication between both supervisors is important so that they're both aware of your progress in your research project work.

A project supervisor should:

- familiarise themselves with the guidelines and marking standards
- recommend colleagues to assist with supervision, if necessary
- meet with you early in the period of supervision to clarify the research project goals and requirements
- consider and provide feedback regarding the merits of the proposed research project early in the process
- ensure that your planned research project is feasible and of a suitable standard
- review the feasibility of your developed project timeline
- clarify access to statistical support or other resources required
- monitor progress at regular intervals

- review the research project prior to submission, ensuring it's of an acceptable standard
- support you to find a forum to present the research project
- approve the research project prior to submission to indicate that the proportion of work attributed you is correct

When selecting a research project supervisor, choose someone who:

- aligns with your goals
- is an expert in the area of your research
- is available for regular meetings or other correspondence
- is interested in providing mentorship and guidance on the project
- is interested in the topic of the proposal
- provides constructive criticism on completed work, such as abstracts and academic writing
- enjoys sharing knowledge, such as laboratory or technical skills, academic research and writing skills
- is experienced supervising research students

You should establish manageable expectations and practice open and clear communication with your research project supervisor from the beginning.

Resources

[RACP Online Learning Resource: Research Project](#) 

Case-based Discussion

Overview

A Case-based Discussion (CbD) is a work-based assessment and Advanced Training Program requirement used to evaluate your professional judgement in clinical cases.

A CbD involves a comprehensive review of a clinical case or cases between you and an assessor. After the CbD, the assessor provides constructive feedback to help you improve and structure your future learning.

The CbD aims to:

- guide your learning through structured feedback
- improve clinical decision making, clinical knowledge and patient management
- provide you with an opportunity to discuss their approach to the case and identify strategies to improve your practice
- enable your assessor to share their professional knowledge and experience

An assessor can choose any case or cases where you'll play a significant role in clinical decision-making and patient management. The discussion should reflect your level of experience and be linked to your Advanced Training Curriculum.

The discussion may focus on a single complex case or a series of cases covering a wide range of clinical areas. Areas may include:

- record keeping
- history taking
- clinical findings and interpretation
- management plan
- follow-up and future planning

Step-by-step: Case-based Discussion

1. Arrange a CbD with your assessor.
2. Your assessor will choose an appropriate case or cases.
3. Confirm the chosen case or cases with your assessor.
4. Provide your assessor with a [CbD rating form](#) (PDF).
5. Discuss the case or cases with your assessor – allow for at least 30 minutes.
Note: Your assessor will be making notes and ratings on the CbD rating form during this discussion.
6. Your assessor provides you feedback following your CbD – allow for at least 10 minutes.
7. You and your assessor sign the CbD rating form.
8. Enter the data from your completed CbD form into the online CbD tool via your relevant training portal:
[Advanced Training Portal](#) [AFRM Portal](#) [AFPHM Portal](#) [AFOEM Portal](#)
9. Submit a copy of your completed form to your assessor through the online CbD tool in your training portal.

Requirements +

Requirement

2 x Case-based Discussions (CbD) to be completed each core training year (1 per 6-month period), early in the rotation

1 x CbD to be completed in your non-core training year

Deadlines

Australia: 31 January in the following year

Aotearoa New Zealand: Due at the end of each rotation

In your final year, CbDs are due 15 October.

Submit your CbD rating form data via the [Advanced Training Portal](#).

Resources

[Case-based Discussion rating form](#) (PDF)

Cultural Safety

Requirement for trainees who commenced in 2023 onwards

Overview +

Specialist training requires you to:

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

The [Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety online course](#) teaches best practice medicine for Aboriginal, Torres Strait Islander and Māori patients through reflection on your own cultural values and recognition of their influence on professional practice.

Resources

[RACP Online Learning: Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety](#)

Requirements +

Requirement

1 x Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety online course*

* If not completed during Basic Training.

Certification

You'll immediately receive your certificate on RACP Online Learning when you complete the course. Certification will appear in your Advanced Training Portal in July the year you complete the course.

Deadline

You must complete the course by the end of your Advanced Training however it's recommended you complete it within your first year.

Resources

[RACP Online Learning: Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety](#) ↗

Developmental and Psychosocial Training

Requirement for Paediatrics & Child Health trainees only


Australia

Overview +

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

A mandatory period of D&P Training for all paediatricians was introduced to ensure that the changing nature of paediatric practice is reflected in the training programs.

Apply

Prospectively apply for D&P Training via the [Advanced Training online registration](#) .

Allowed rotations

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

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

Approved training options

A prospectively approved psychosocial training position (6 months)

The 6-month training program can be completed in one of these formats:

- 2 x 3-month terms
- 1 x 6-month block
- a continuous part-time position, such as 2.5 days a week for 12 months*

A prospectively approved rural position (6 months)

Complete the 6-month training comprised of a documented weekly program in the psychosocial training areas with an appropriate level of supervision.

Attendance at a prospectively approved clinic

The 6-month training program can be completed in one of these formats:

- 2 x sessions a week for 18 months
or
- 1 x session a week for 3 years

You must also complete an approved learning module.

*A conglomerate of experience for shorter time periods adding up to 6 months will not be acceptable.

Approved clinics

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

Approved learning module options

An approved learning module includes one of the following options:

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

Other prospectively approved modules may be considered.

Resources

[Advanced Training Developmental and Psychosocial Training Supervisor's Report form](#) (DOC)

Requirements +

Requirement

1 x 6-month period of training during your Basic or Advanced Training

Deadline

You must complete your Developmental and Psychosocial Training by the end of Advanced Training.

At the end of your rotation, you must submit an [Advanced Training Developmental and Psychosocial Training Supervisor's Report](#) (DOC) for certification.

Supervision +

A satisfactory Supervisor's Report for Developmental and Psychosocial (D&P) Training is required for

your training to be certified.

You must nominate a supervisor for your D&P Training component during your Advanced Training.

Advanced Trainees who want their D&P Training rotation to count towards their specialty training time must also submit a specialty Supervisor's Report.

Resources

[Advanced Training Developmental and Psychosocial Training Supervisor's Report form](#) (DOC)

Aotearoa New Zealand

Overview

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

A mandatory period of D&P Training for all paediatricians was introduced to ensure that the changing nature of paediatric practice is reflected in the training programs.

Apply

Prospectively apply for D&P Training via your Advanced Training registration process.

Allowed rotations

- Adolescent medicine
- Child protection and adolescent psychiatry
- Community paediatrics
- Developmental/behavioural paediatrics
- Disability/rehabilitation paediatrics

Rotations not suitable for D&P Training:

- Paediatric gastroenterology*
- Paediatric neurology**

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

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

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

Logbook

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

You must keep a record of at least 12 cases you've personally managed under supervision.

In your logbook, your entries must cover a range of conditions:

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

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

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

Resources

[Advanced Training Developmental and Psychosocial Training Supervisor's Report form](#) (DOC)

[Psychosocial Logbook example](#) (PDF)

[Psychosocial Logbook template](#) (DOC)

Requirements



Requirement

1 x 3-month period of training during your Basic or Advanced Training

Deadline

You must complete your Developmental and Psychosocial Training by the end of Advanced Training.

At the end of your rotation, you must submit an [Advanced Training Developmental and Psychosocial Training Supervisor's Report](#) (DOC) for certification.

Supervision +

Trainees must nominate a paediatrician with a special interest and skill in behavioural paediatrics or, where available, a child psychiatrist or paediatric clinical psychologist, to act as their supervisor.

We will provide your nominated supervisor with information about the requirements for the logbook as well as review the logbook.

A satisfactory Supervisor's Report for Developmental and Psychosocial Training is required for your training to be certified.

Advanced Trainees who want their Developmental and Psychosocial Training rotation to count towards their specialty training time must also submit a specialty Supervisor's Report.

Resources

[Advanced Training Developmental and Psychosocial Training Supervisor's Report](#) (PDF)

[Psychosocial Logbook example](#) (PDF)

[Psychosocial Logbook template](#) (DOC)

Learning Needs Analysis

Overview +

A Learning Needs Analysis (LNA) embeds the process of planning and evaluating learning in the trainee's practice.

The LNA is designed to help you:

- tailor your learning experiences and build on clinical knowledge and skills
- enhance face-to-face communication with your supervisor
- provide information on your learning needs and progress

- reflect on your strengths, limitations and future learning strategies

Your ward/service consultant or supervisor are responsible for:

- advising you of available learning opportunities and resources
- ensuring you have set appropriate goals and identified achievable learning objectives
- reviewing your completed LNA and providing you feedback

Step-by-step: Learning Need Analysis

You need to complete a specified number of LNAs each year, per rotation. Refer to the training program requirements for the required number.

Prepare for your LNA

To plan the learning objectives for each training period, discuss the learning opportunities and resources available with your ward/service consultant or supervisor.

1. Meet with your consultant/supervisor to discuss:
 - career goals
 - personal strengths and weaknesses
 - strengths and constraints of the training site/rotation, including the expertise of the medical staff and the resources available
 - requirements established in the curriculum, the [Professional Practice Framework](#) and [Professional Standards](#) (PDF)

Create your LNA: Part 1

2. Log into your online training portal and create a new LNA
[Basic Training Portal](#) ^{*} | [Advanced Training Portal](#) | [AFOEM Portal](#) | [AFRM Portal](#)
3. You'll be prompted to enter:
 - learning goals for the training period
 - self-evaluation on current competency for the goals identified
 - learning objectives from the curricula that map to your goals (optional)
 - strategies and resources that will assist your learning
 - contact details of additional supervisors (optional)
4. Submit Part 1 of your LNA
5. You and your consultant/supervisor can meet to review and improve your LNA
6. Begin implementing your LNA over your training period

Complete your LNA: Part 2

At the end of your training period, you'll complete a self-evaluation of your LNA.

7. Login to your online portal and open Part 2 of your LNA
8. Provide your input on:
 - competency in the areas specified in the learning plan
 - evidence of learning
 - reflection on training period
9. Complete your LNA by submitting LNA Part 2
10. Your consultant/supervisor can access your completed LNA

* New trainees who don't currently have access to the Basic Training Portal can complete a [Learning Needs Analysis form](#) (DOC). You don't need to submit this to your supervisor. When you have access to the portal, fill in your LNA online.

Resources

[Video tutorial](#) 

Requirements

Requirement

2 x Learning Needs Analysis (LNA) each training year (1 per 6-month period), early in the rotation

Deadlines

Australia: 31 January in the following year

Aotearoa New Zealand: Due at the end of each rotation

In your final year, LNAs are due 15 October.

Submit your LNA via the [Advanced Training Portal](#) .

Logbook

Requirement for Paediatrics & Child Health trainees only

Overview +

Paediatrics & Child Health trainees are required to keep a logbook to ensure that they're receiving adequate exposure to a breadth of endocrinology cases throughout the duration of their training

The intent is to help identify areas that you may need more exposure to as your training progresses, rather than capture all cases you've seen.

Resources

[Endocrinology \(Paediatrics\) Logbook template](#) (XLS)

Requirements +

Requirement

1 x Logbook to be maintained over the course of your training

Review

Your logbook is reviewed at your Trainee's Interview with a paediatric representative from the Advanced Training Committee (ATC) in Endocrinology.

The Trainee's Interview takes place in your first year of core training.

Note: You may be asked to submit your logbook for review by the ATC at any time during training.

Resources

[Endocrinology \(Paediatrics\) Logbook template](#) (XLS)

Meeting attendance

Ensuring trainee participation and interaction with other endocrinology trainees and endocrinology experts throughout training.

Adult Medicine

Requirement

Attend 3 meetings by the end of your training program.

One meeting must be the Endocrine Society of Australia Seminar.

To complete the remainder of the requirement, select one meeting from each Specialty Society:

Australian Diabetes Society

- Australian Diabetes Society John R Turtle Diabetes Clinical Skills training course
OR
- Australian Diabetes Society Practical Skills Course

Australian & New Zealand Bone & Mineral Society

- Australian & New Zealand Bone & Mineral Society Bone Densitometry Course
OR
- Annual Scientific Meeting of Australian & New Zealand Bone & Mineral Society
OR
- Australian & New Zealand Bone & Mineral Society Advanced Clinical Postgraduate Meeting

Paediatrics & Child Health

Requirement

Trainees who commenced in 2023 onwards

You are to attend 3 of the following meetings by the end of training:

- Australia and New Zealand Society for Paediatric Endocrinology and Diabetes (ANZSPED) Fellows School at least once (maximum of 2 ANZSPED Fellows Schools can be counted)
- ANZSPED annual scientific meeting
- Fellows school and/or scientific meeting of Asia Pacific Paediatric Endocrine Society (APPES)
- Fellows school and/or scientific meeting of European Society for Paediatric Endocrinology (ESPE)
- Science School and/or scientific meeting of International Society for Paediatric Adolescent Diabetes (IPSAD)

- Paediatric Endocrine Society (PES) North America

You are encouraged to attend at least 1 scientific meeting during your training.

Requirement

Trainees who commenced before 2023

You are to attend 2 meetings by the end of training. One meeting must be the ANZSPED Fellows School.

You can attend the ANZSPED Fellows School twice to complete the requirement. Alternatively, your second meeting can be the:

- Asia-Pacific Paediatric Endocrine Society Fellows School
- European Society for Paediatric Endocrinology Fellows School
- International Society for Paediatric and Adolescent Diabetes Science School
- International Society for Paediatric and Adolescent Diabetes Annual Scientific Meeting

Note: Attendance at adult medicine meetings are useful but not essential for paediatric trainees.

Certification

Submit your certificate of attendance for each meeting to Endocrinology@racp.edu.au

Aotearoa New Zealand requirements



Adult Medicine

Attendance at these meetings is required by the end of your training program.

Meeting	Minimum requirement
Endocrine Society of Australia Seminar	Once
New Zealand Society of Endocrinology Clinical Meeting & Trainee Day	All
New Zealand Society for the Study of Diabetes	Once
An American or European endocrine meeting OR Clinical Endocrinology Update with Board Review Course	Once (preferably in your final year)
Clinical Bone Densitometry Course	Once
Bone Meeting, such as Rotorua Bone Meeting, ANZBMS Annual Meeting	Once

Trainees should attend any additional Aotearoa NZ endocrine or diabetes trainee days on offer.

Paediatrics & Child Health

Trainees who commenced in 2023 onwards

You are to attend 3 of the following meetings by the end of training:

- Australia and New Zealand Society for Paediatric Endocrinology and Diabetes (ANZSPED) Fellows School at least once (maximum of 2 ANZSPED Fellows Schools can be counted)
- ANZSPED annual scientific meeting
- Fellows school and/or scientific meeting of Asia Pacific Paediatric Endocrine Society (APPES)
- Fellows school and/or scientific meeting of European Society for Paediatric Endocrinology (ESPE)
- Science School and/or scientific meeting of International Society for Paediatric Adolescent Diabetes (IPSAD)
- Paediatric Endocrine Society (PES) North America

You are encouraged to attend at least 1 scientific meeting during your training.

Trainees who commenced before 2023

Attendance at these meetings is required by the end of your training program.

Meeting	Minimum requirement
ANZSPED Annual Scientific Meeting	Once
Asia Pacific Paediatric Endocrine Society Biennial Scientific Meeting	Once
European Society for Paediatric Endocrinology Annual Meeting	Once
Paediatric Endocrinology Society Annual Meeting	Once

Note: Attendance at Adult Medicine meetings is recommended but not essential for paediatric trainees.

Certification

You're required to submit an abstract poster/oral presentation to all meetings that you attend, except where a submission isn't offered. Email submission and certificate of attendance for each meeting to Endocrinology@racp.org.nz

Mini-Clinical Evaluation Exercise

The Mini-Clinical Evaluation Exercise (Mini-CEX) is a formative assessment for trainees to receive timely, structured feedback on their performance in real clinical situations.

A Mini-CEX aims to:

- evaluate your clinical performance in a real-life setting
- guide your learning and improve clinical performance through structured feedback from an assessor
- identify ways for you to improve your practice in areas such as communication, history taking, physical examination and professional practice

Areas of assessment

You must complete encounters on a range of cases, each focusing on specific parts of the clinical encounter:

- History taking
- Medical interviewing skills
- Physical examination skills
- Professional qualities
- Counselling skills
- Clinical judgement
- Organisation and efficiency


Step-by-step: Mini-Clinical Evaluation Exercise

You need to complete a specified number of Mini-CEXs each year to meet the program requirements. Refer to the Mini-CEX requirements for the specified number per training year.

1. Arrange a Mini-CEX with your assessor – discuss and agree on curriculum areas that require focus and your assessor will then choose an appropriate consultation.
2. Provide your assessor a Mini-CEX rating form:
[Basic Training](#) (PDF) | [Advanced Training](#) (PDF) | [AFOEM](#) (PDF)
3. Undertake a patient consultation while being observed by your assessor – allow for 15 to 20 minutes.
4. Your assessor will complete the Mini-CEX rating form and provide you with feedback – allow for 10 to 15 minutes.
5. Once you have received feedback, both you and your assessor sign the rating form.

6. Enter data from your completed Mini-CEX rating form into the online Mini-CEX tool in your training portal.

[Basic Training Portal](#) 

[Advanced Training Portal](#) 

[AFOEM Portal](#) 

[AFPHM Portal](#) 

[AFRM Portal](#) 

7. Submit a copy of your completed form to your assessor using the online Mini-CEX tool.

Requirements

Requirement

2 x Mini-Clinical Evaluation Exercises (Mini-CEX) to be completed each core training year (1 per 6-month period), late in the rotation

1 x Mini-CEX to be completed in your non-core training year

Deadlines

Australia: 31 January in the following year

Aotearoa New Zealand: Due at the end of each training rotation

In your final year, your Mini-CEX is due 15 October.

Submit your Mini-CEX via the [Advanced Training Portal](#) 

Resources

[Mini-Clinical Evaluation Exercise rating form](#) (PDF)

Professional Qualities Reflection

Overview

A Professional Qualities Reflection (PQR) allows a trainee to reflect on an event, or series of events,

that is medically or professionally significant to them.

Through analysis of the event, you'll be able to identify and integrate new skills and knowledge to improve your performance.

Reflecting on your professional qualities can cause you to question your beliefs, attitudes and behaviours, and develop new ideas and insights to inform your future practice.

When planning your PQR, you should consider:

- What happened?
- Why did it happen?
- What did you learn?
- How can you improve patient care?
- What action did you or will you take?






Refer to your specific PQR program requirements.

Choosing an event

Analyse an event or events that impacts your professional practice.

The event can be positive or negative but doesn't have to be dramatic or life threatening. The event should relate to a variety of different encounters you might experience in a healthcare setting.

Step-by-step: Professional Qualities Reflection

1. Go to your online training portal:
[Basic Training portal](#) 
[Advanced Training portal](#) 
[AFOEM portal](#) 
[AFPHM portal](#) 
[AFRM portal](#) 
2. Select the PQR tool and create a new entry.
3. Describe an event, or series of events, of professional significance.
4. Reflect on the event. How did you respond to it?
5. Detail the insights you gained from the event(s) and how it will impact your medical professionalism.
6. Submit your completed PQR to your Professional Development Advisor* (Basic Training) or Supervisor (Advanced Training) through your online training portal.

7. Arrange with your Advisor or Supervisor a time to discuss your PQR.

8. At your meeting/interview, discuss your PQR with your Professional Development Advisor or Supervisor and seek feedback on your future practice.

* A Professional Development Advisor doesn't need to be a RACP Fellow. For example, your Advisor can be your Ward/Service Consultant or an Advanced Trainee.

Qualified privilege

Australia

The Commonwealth Qualified Privilege Scheme for the PQR expired on 1 October 2021.

The PQR was a quality assurance activity that had been declared on behalf of the Minister of Health and Aged Care by the Chief Medical Officer of the Department of Health under Part VC section 124X of the Health Insurance Act 1973 under the [Commonwealth Qualified Privilege Scheme](#).

Documents and information that became known when the activity was a declared quality assurance activity will continue to be protected from disclosure under the Commonwealth Qualified Privilege Scheme.

Statutory protection will not apply to documents or information provided as part of a quality assurance activity after 1 October 2021.

See Anonymity and confidentiality.

Aotearoa New Zealand

Information entered in the PQR tool and which has become known solely as a result of the PQR is protected under the Health Practitioners Competence Assurance Act 2003.

The Act outlines conditions which apply to use of the PQR, which include:

- information already existing, for example in patient notes, is not protected
- information entered in the PQR cannot be disclosed to, or recorded by, others who are outside the PQR activity

The Minister of Health can authorise disclosure for investigation purposes if they are satisfied that the material relates to a serious offence.

Anonymity and confidentiality

The RACP strongly advises de-identifying any information entered in a PQR. Please de-identify any names of patients, peers, persons or organisation(s) to protect the privacy of individuals/organisation(s) in accordance with the Privacy Act 1988 (Cth) and the [Australian Medical Association Privacy Handbook](#).

The College won't release any information that you give in this self-reflective tool to any third party without consent unless it's required to do so by law.

If you receive a subpoena or court order requesting quality assurance activity records, you can seek legal advice about whether the records must be produced.

Requirements +

Requirement

1 x Professional Qualities Reflection (PQR) per training year

Deadlines

Australia: 31 January in the following year

Aotearoa New Zealand: 15 December

In your final year, your PQR is due 15 October.

Submit your PQR via the [Advanced Training Portal](#) ↗.

Supervisor's Report

Overview +

A Supervisor's Report provides a comprehensive overview of your progress and achievement during the training year. It provides you with structured feedback on your performance from your supervisor and will inform the decision on the certification of your training.

Online Supervisor's Report pilot

We have been looking at ways to improve reporting by offering online Advanced Training Supervisor's Reports. We are extending our pilot, which commenced last year.

We ask that trainees and supervisors give the online report a go, save time by completing it online and share your feedback with us.

Learn more about the [online Supervisor's Report pilot](#).

Note: Paper reports will continue to be available during the pilot.

Step-by-step: Online Supervisor's Report

Your nominated supervisor(s) are listed in your online Supervisor's Report and must complete their section of the report.

1. Using a laptop or desktop PC, open a new Microsoft Edge or Google Chrome browser.
2. Log in to your [online Supervisor's Report](#) [↗] using your RACP ID and [multi-factor authentication](#).
3. Open the report for your current training period.
4. Complete the active fields in each report tab. Some fields are for supervisors only and will appear inactive to trainees.
5. After your supervisor(s) have completed their assessment, you should meet with them to discuss their assessment of your performance.
6. Following your discussion, your supervisor submits the report.
7. You and your supervisor(s) can add comments and complete declarations in the 'Submit report' tab.

Your report is complete only after you and your supervisor(s) have completed the declarations.

Step-by-step: Paper Supervisor's Report

All your nominated supervisors must complete the Supervisor's Report. You can view your nominated supervisors by logging in to your training portal.

[Advanced Training](#) [↗] | [AFRM](#) [↗]

1. Arrange a meeting to discuss and complete the Supervisor's Report with your supervisor(s).
2. Check that you have completed all relevant sections of the report prior to submission as incomplete reports will be returned to you.
3. Submit your report(s) in PDF (preferred) or Word format via email to your specialty, copying in:
 - all supervisors

- your other specialty, if you're actively dual training.

4. Save a copy of your report(s) for your own records.

If you have more than 2 nominated supervisors, additional supervisors must complete either a [Supplementary Supervisor Comments Report](#) (DOC) or a separate Supervisor's Report.

Dual trainees: Complete a Supervisor's Report for the specialty most relevant to that training period. Separate reports for the same training period aren't required for dual training.

Late submission

The Training Committee may not certify training if your Supervisor's Report is submitted after the specified deadline.

Late reports will not be accepted unless you've been granted an extension through an [Application for Special Consideration](#)* (DOC).

Special Consideration must be applied for prior to the Supervisor's Report deadline. You can also submit a letter of explanation to support your application.

Applications will be assessed against the criteria outlined in the [Special Consideration for Assessment Policy](#) (PDF).

* As outlined in the [Progression Through Training Policy](#) (PDF), section 7.8.1:

'Training will not be certified where the trainee has not satisfactorily completed all training requirements for the prospectively approved training period by the relevant deadline(s), or during an extension period if granted by the committee.'

Resources

[Online Supervisor's Report](#) 

[Multi-factor authentication](#)

[Education policies](#)

Requirements

Requirement

Australia

12-month position (full-time and part-time trainees)

- 1 x Supervisor's Report for the first 6 months of the training year due by 15 July

- 1 x Supervisor's Report for the last 6 months of the training year due by 31 January in the following year

6-month position or less (separate supervisors or separate sites)

- 1 x Supervisor's Report completed for each rotation:
 - Due 15 July for rotations in the first half of the year
 - Due 31 January for rotations in the second half of the year

In your final clinical training year, we recommend submitting your last Supervisor's Report before the 31 January deadline to avoid delaying certification of the training period.

Aotearoa New Zealand

12-month position (full-time and part-time trainees)

- 1 x Supervisor's Report for the first 6 months of the training year due by 30 June
- 1 x Supervisor's Report for the whole 12 months of the training year due by 15 December

6-month position or less (separate supervisors or separate sites)

- 1 x Supervisor's Report completed for each rotation:
 - Due 30 June for rotations in the first half of the year
 - Due 15 December for rotations in the second half of the year

If your supervisor hasn't directly supervised you throughout the whole rotation, your supervisor should obtain individual reports from those who have and submit a composite report.

You are to ensure all supervisors receive a copy of the Supervisor's Report. Previous copies of Supervisor's Reports must be provided to your next supervisor.

Resources

[Endocrinology online Supervisor's Report](#)  (RACP login required)

[Online Supervisor's Report FAQs](#)

[Endocrinology Supervisor's Report](#) (DOC)

[Supplementary Supervisor Comments Report](#) (DOC)

[Supervisor Details Amendment Form](#) (DOC)

Trainee Interview

Requirement for Australian trainees only

Overview +

Each endocrinology Advanced Trainee over the course of their training must attend an interview with a member of the Advanced Training Committee in Endocrinology.

The interview allows the Committee to:

- take a formative assessment of your training undertaken to date
- assist you in the planning of future training directions
- hear feedback from you regarding your training program experience

Resources

[Trainee interview form](#) (DOC)

Requirements +

Requirement

1 x Trainee Interview during your first year of core training

Deadline

Due 31 January.

Submit your trainee interview form to endocrinology@racp.edu.au

Resources

[Trainee interview form](#) (DOC)

Trainee's Report

Requirement for Aotearoa New Zealand trainees only

Overview +

Your Trainee's Report engages you to provide a detailed account of your learning experience in each training rotation, not just a list of your training activities.

The College uses feedback in the Trainee's Report for future training program evaluations, so we encourage you to reflect on your training rotations and embed reflection and review into your practice.

Your Trainee's Report is forwarded along with your Supervisor's Report to the Training Committee. It is these two reports that form the principal basis upon which your training certification is determined.

The Advanced Training Subcommittee can delay final certification if they're unsatisfied that you've met all training program requirements.

Resources

[Trainee's Report cover sheet](#) (DOC)

Requirements +

Requirement

1 x Trainee's Report each rotation

Deadline

Due by 30 June and 15 December.

Submit your Trainee's Report with your Supervisor's Report at the end of each rotation to advancedtraining@racp.org.nz

Resources

[Trainee's Report cover sheet](#) (DOC)

Submission guidelines +

Your Trainee's Report must clearly outline your training for the year under these headings:

- Clinical responsibilities
- Teaching
- Education program
- Research, publications, formal presentations
- Diagnostic techniques
- Other relevant information

Ensure your report includes enough detail for the Training Committee to determine that you have achieved adequate experience in your rotation.

Your report should be 3 pages maximum in length and be in word document format.

You must have your supervisor read and certify your Trainee's Report before you submit to the Training Committee.

Resources

[Trainee's Report cover sheet](#) (DOC)

More information

[Education policies](#)

[RACP Online Learning resources](#) 

[Trainee support](#)

Forms and resources

Curricula

[Endocrinology \(Adult Medicine\) Advanced Training Curriculum](#) (PDF)

[Endocrinology \(Paediatrics\) Advanced Training Curriculum](#) (PDF)

[Professional Qualities Curriculum](#) (PDF)



Advanced Training Portal

Forms and reports

Advanced Training Research Project

[Advanced Training Research Project cover sheet](#) (DOC)


[Advanced Training Research Project marking criteria](#) (DOC)

[Research Project checklist and planner](#) (XLS)

Case-based Discussion

[Case-based Discussion rating form](#) (PDF)

Cultural Safety

[RACP Online Learning: Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety](#) 

Developmental and Psychosocial Training

[Developmental and Psychosocial Training Supervisor's Report](#) (DOC)

[Psychosocial Logbook template](#) (DOC) | Aotearoa NZ

[Psychosocial Logbook example](#) (PDF) | Aotearoa NZ

Logbook

[Endocrinology \(Paediatrics\) Logbook template](#) (XLS)

Mini-Clinical Evaluation Exercise

[Mini-Clinical Evaluation Exercise rating form](#) (PDF)

Supervisor's Report

[Endocrinology online Supervisor's Report](#) [↗](#) (RACP login required)

[Endocrinology Supervisor's Report](#) (DOC)

[Online Supervisor's Report FAQs](#)

[Supplementary Supervisor Comments Report](#) (DOC)

[Supervisor Details Amendment Form](#) (DOC)

Trainee Interview

[Trainee interview form](#) (DOC)

Trainee's Report

[Trainee's Report cover sheet](#) (DOC)

Specialty societies

Endocrine Society of Australia

The [Endocrine Society of Australia](#) [↗](#) is one of the peak professional bodies representing endocrinology physicians/paediatricians in Australia and Aotearoa New Zealand.

Australian Diabetes Society

The [Australian Diabetes Society](#) [↗](#) is one of the peak professional bodies representing endocrinology physicians and paediatricians in Australia and Aotearoa New Zealand.

Australian and New Zealand Bone and Mineral Society

The [Australian and New Zealand Bone and Mineral Society](#) [↗](#) is one of the peak professional bodies representing endocrinology physicians and paediatricians in Australia and Aotearoa New Zealand.

Australian and New Zealand Obesity Society

The [Australian and New Zealand Obesity Society](#) [↗](#) is interested in obesity research, treatment and public health initiatives directed at the prevention of obesity.

Australia and New Zealand Society for Paediatric Endocrinology and Diabetes

The [Australia and New Zealand Society for Paediatric Endocrinology and Diabetes](#) [↗](#) is the peak

professional body representing endocrinology paediatricians in Australia and Aotearoa New Zealand.

New Zealand Society of Endocrinology

The [New Zealand Society of Endocrinology](#) is composed of students, scientists, clinicians and other health practitioners who have an interest in any aspect of endocrinology.

New Zealand Society for the Study of Diabetes

The [New Zealand Society for the Study of Diabetes](#) is the national advisory body on scientific and clinical diabetes care and standards.

RACP resources

[Trainee support](#) is available through the Training Support Pathway, assisting you in navigating the progression through training process and reporting on your progress to your training committee.

[Hormone School](#) is a series of monthly one hour lectures.

[RACP Online learning resources](#) is home to all online learning opportunities for trainees, with its range of online learning courses, resources and interactive learning content. It also hosts:

- [College Learning Series](#) is an interactive online resource specifically targeted to the needs of Basic Trainees.
- [Curated collections](#) are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.

[Pomegranate Health podcast](#) is a monthly medical podcast created by physicians, for physicians.

[Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.