

### ENTRY CRITERIA

#### Summary of proposed changes

- No proposed changes

<b>CURRENT REQUIREMENT</b>	Prospective trainees must: <ul style="list-style-type: none"> <li>• have completed RACP Basic Training, including the Written and Clinical Examinations</li> <li>• hold a current medical registration</li> <li>• have been appointed to an appropriate Advanced Training position</li> </ul>
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<b>PROPOSED REQUIREMENT</b>	Prospective trainees must: <ul style="list-style-type: none"> <li>• have completed RACP Basic Training, including the Written and Clinical Examinations</li> <li>• hold a General medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand.</li> <li>• have been appointed to an appropriate Advanced Training position</li> </ul>
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### PROFESSIONAL EXPERIENCE

#### Summary of proposed changes

- Required to attend two endocrinology clinical sessions per week during supplementary training rotations.

<b>CURRENT REQUIREMENT</b>	<b>36 months</b> of certified training time, including: <ul style="list-style-type: none"> <li>• <b>Minimum 24 months</b> of core training at a recognised/tertiary training site</li> <li>• <b>Maximum 12 months</b> of non-core training can be undertaken in clinical training in other disciplines or in research <ul style="list-style-type: none"> <li>○ <b>Attendance at 1 endocrine clinic session per week is mandatory</b>, with 2 clinics (endocrine and diabetes) recommended in non-core rotations</li> </ul> </li> </ul>
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<b>PROPOSED NEW REQUIREMENT</b>	Complete <b>at least 36 months</b> of relevant professional experience in approved rotations including: <ul style="list-style-type: none"> <li>• <b>Minimum 24 months</b> in settings accredited towards paediatric endocrinology</li> <li>• <b>Maximum 12 months</b> of an approved supplementary training position, attending a <b>minimum of 2 clinical endocrine sessions</b> per week. The following may be suitable supplementary training for paediatric endocrinology: <ul style="list-style-type: none"> <li>• chemical pathology</li> <li>• genetics</li> <li>• adolescent medicine</li> <li>• gynaecology</li> <li>• adult endocrinology</li> <li>• metabolic medicine</li> <li>• Research or academic study via (MD, PhD or Master's degree) that is specific or relevant to paediatric endocrinology</li> </ul> </li> </ul>
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### LOCATION OF TRAINING

#### Summary of proposed changes

- No proposed changes

<b>CURRENT REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Recommended to complete training at more than 1 training site</li> <li>• Complete at least 24 months of training in Australia and/or Aotearoa New Zealand.</li> </ul>
<b>PROPOSED NEW REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Recommended training in at least 2 different accredited training settings</li> <li>• Complete at least 24 months of training in Australia and/or Aotearoa New Zealand.</li> </ul>

### LEARNING PROGRAM

#### Summary of proposed changes

- Learning Needs Analysis replaced with new Learning Plan tool which will be common across all Advanced Training programs

<b>CURRENT REQUIREMENT</b>	2 Learning Needs Analysis per year
<b>PROPOSED NEW REQUIREMENT</b>	1 Learning plan per phase of training, reviewed quarterly

### LEARNING COURSES

#### Summary of proposed changes

- Adoption of new RACP learning courses that will be common across all Advanced Training programs

<b>CURRENT REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety <a href="#">resource</a>, by the end of Advanced Training</li> </ul>
<b>PROPOSED NEW REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• RACP <b>Orientation to Advanced Training</b> resource (within the first six months of Advanced Training)</li> <li>• RACP <b>Health Policy, Systems and Advocacy</b> resource (recommended completion before the Transition to Fellowship phase)</li> <li>• RACP Supervisor Professional Development <a href="#">Program</a>, by the end of Advanced Training</li> <li>• Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety <a href="#">resource</a>, by the end of Advanced Training</li> </ul>

### LEARNING ACTIVITIES

#### Summary of proposed changes

- Trainee interview to be completed prior to Transition to Fellowship phase, by both Australia and Aotearoa New Zealand trainees.

<b>CURRENT LEARNING ACTIVITIES</b>	<p><b>1</b> Trainee interview (Australian trainees only, during the first year of core training)</p> <p><b>3</b> meeting attendances (by the end of training), at the following:</p> <ul style="list-style-type: none"> <li>• Australia and New Zealand Society for Paediatric Endocrinology and Diabetes (ANZSPED) Fellows School</li> <li>• ANZSPED annual scientific meeting</li> <li>• Fellows school and/or scientific meeting of Asia Pacific Paediatric Endocrine Society (APPES)</li> <li>• Fellows school and/or scientific meeting of European Society for Paediatric Endocrinology (ESPE)</li> <li>• Science School and/or scientific meeting of International Society for Paediatric Adolescent Diabetes (ISPAD)</li> <li>• Paediatric Endocrine Society (PES) North America</li> </ul>
<b>PROPOSED LEARNING ACTIVITIES</b>	<p><b>1</b> Trainee interview (before Transition to Fellowship phase)</p> <p><b>3</b> meeting attendances (by the end of training), at the following:</p> <ul style="list-style-type: none"> <li>• Australia and New Zealand Society for Paediatric Endocrinology and Diabetes (ANZSPED) Fellows School</li> <li>• ANZSPED annual scientific meeting</li> <li>• Fellows school and/or scientific meeting of Asia Pacific Paediatric Endocrine Society (APPES)</li> <li>• Fellows school and/or scientific meeting of European Society for Paediatric Endocrinology (ESPE)</li> <li>• Science School and/or scientific meeting of International Society for Paediatric Adolescent Diabetes (ISPAD)</li> <li>• Paediatric Endocrine Society (PES) North America</li> </ul>

### TEACHING PROGRAM

#### Summary of proposed changes

- Introduction of Progress Review Panels

<b>CURRENT REQUIREMENT</b>	<p>1 x supervisor per rotation, who is a fellow of the RACP and a practising endocrinologist</p> <p>1 x supervisor per rotation, who can be a fellow of the RACP</p>
<b>PROPOSED NEW REQUIREMENT</b>	<ul style="list-style-type: none"> <li>• Name <b>2 individuals for the role of Education Supervisor</b> <ul style="list-style-type: none"> <li>○ Minimum of one supervisor per rotation, who is a fellow of the RACP in endocrinology</li> <li>○ <i>Preferred to have different supervisors during each phase of training</i></li> </ul> </li> <li>• Nominate <b>1 x RACP training committee to act as a Progress Review Panel</b></li> <li>• Name <b>1 x individual for the role of Research Project Supervisor</b> (may or may not be the Education Supervisor).</li> </ul>

### ASSESSMENT PROGRAM

#### Summary of proposed changes

- Case-based Discussions and Mini-Clinical Evaluation Exercises are replaced with Observation Captures
- Professional Qualities Reflections replaced with Learning Captures
- Supervisor's report replaced by Progress reports
- Logbook and Trainee's Report removed

<b>CURRENT REQUIREMENT</b>	<p>1 Supervisor's report per rotation</p> <p>1 Professional Qualities Reflection (PQR) per year</p> <p>2 Case-based Discussions per year</p> <p>2 Mini-Clinical Evaluation Exercises (Mini-CEX) per year</p> <p>2 Abstracts of case reports over the course of training</p> <p>1 Research project</p> <p>1 Logbook</p> <p>1 Trainee's Report per rotation (Aotearoa NZ only)</p>
<b>PROPOSED NEW REQUIREMENT</b>	<p>12 Observation captures per phase</p> <p>12 Learning captures per phase</p> <p>4 Progress reports per phase</p> <p>1 Research project</p> <p>2 Abstracts of case reports over the course of training</p>

### LTA STRUCTURE



- A learning, teaching and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curriculum standards
- Advanced Training is structured in three phases that establish checkpoints for progression and completion.

### PROGRESS POINTS

- An **entry decision** is made before entry into the program.
- **Progress decisions**, based on competence, are made at the end of the specialty foundation and specialty consolidation phases of training.
- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.

### RATING SCALES

Levels	1	2	3	4	5
<b>Entrustable Professional Activities (EPAs)</b>	Is able to be present and observe	Is able to act with direct supervision	Is able to act with indirect supervision (e.g. supervisor is physically located within the training setting)	Is able to act with supervision at a distance (e.g. supervisor available to assist via phone)	Is able to provide supervision
<b>Knowledge guides</b>	Has heard of some of the topics in this knowledge guide that underpin patient care ( <i>heard of</i> )	<b>Knows</b> the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Knows</b> how to apply the knowledge in this knowledge guide to patient care ( <i>knows how</i> )	<b>Frequently shows</b> they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Consistently applies</b> sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>Professional Behaviours (competencies)</b>	Needs to work on behaviour in more than 5 domains of professional practice	Needs to work on behaviour in 4 or 5 domains of professional practice	Needs to work on behaviour in 2 or 3 domains of professional practice	Needs to work on behaviour in 1 or 2 domains of professional practice	Consistently behaves in line with all 10 domains of professional practice

### PROGRESSION CRITERIA

		Progression criteria		Completion criteria	
		End of specialty foundation	End of specialty consolidation	End of Transition to Fellowship	
	<b>Learning goals</b>				
<b>Be</b>	<b>1. Professional behaviours</b>	Level 5	Level 5	Level 5	
	<b>2. Team leadership:</b> Lead a team of health professionals	Level 3	Level 4	Level 5	
<b>Do (work tasks)</b>	<b>3. Teaching and supervision:</b> Supervise and teach professional colleagues	Level 3	Level 4	Level 5	
	<b>4. Quality improvement:</b> Identify and address failures in health care delivery	Level 2	Level 3	Level 5	
	<b>5. Clinical assessment and management:</b> Clinically assess and manage the ongoing care of patients	Level 3	Level 4	Level 5	
	<b>6. Management of transitions from paediatric to adult care:</b> Manage transition of patient care from paediatric to adult medicine	Level 2	Level 3	Level 5	
	<b>7. Acute care:</b> Manage the care of acutely unwell patients	Level 3	Level 4	Level 5	
	<b>8. Longitudinal care:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability, and/or long-term health issues	Level 3	Level 4	Level 5	
	<b>9. Communication with patients:</b> Discuss diagnoses and management plans with patients, carers and families	Level 3	Level 4	Level 5	
	<b>10. Prescribing:</b> Prescribe therapies tailored to patients' needs and conditions	Level 3	Level 4	Level 5	
	<b>11. Investigations and procedures:</b> Select, organise, and interpret investigations and plan, prepare for, perform, and provide aftercare for important practical procedures	Level 3	Level 4	Level 5	
	<b>12. Clinic management:</b> Manage an outpatient clinic	Level 2	Level 3	Level 5	
	<b>Know (Knowledge Guides)</b>	<b>13. Scientific foundations of endocrinology</b>	Level 3	Level 4	Level 5
		<b>14. Disorders of glucose metabolism</b>	Level 3	Level 4	Level 5
<b>15. Disorders of body weight</b>		Level 3	Level 4	Level 5	
<b>16. Pituitary, hypothalamus, and electrolyte disorders</b>		Level 3	Level 4	Level 5	
<b>17. Thyroid disorders</b>		Level 3	Level 4	Level 5	
<b>18. Adrenal disorders</b>		Level 3	Level 4	Level 5	
<b>19. Parathyroid, calcium and bone disorders</b>		Level 3	Level 4	Level 5	
<b>20. Disorders of growth and puberty</b>		Level 3	Level 4	Level 5	
<b>21. Endocrine oncology</b>		Level 3	Level 4	Level 5	
<b>22. Lipid disorders</b>		Level 2	Level 3	Level 5	
<b>23. Variations in sex characteristics and gender identity</b>		Level 3	Level 4	Level 5	