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Physician Readiness for Expert Practice

Advanced Training in Gastroenterology
2019–20 Program Requirements Handbook

Adult Medicine Division

Paediatrics & Child Health Division



About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Gastroenterology Program.

Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, 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. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2019–20 Program requirement updates

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. 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 trainee's responsibility to ensure that they are following the correct handbook.

| Changes to program requirements for 2019–20 | Rationale for changes |
|---|--|
| Supervisions Requirements Change to FRACP supervisor requirements for core training. | To align Australia and New Zealand requirements. |
| Direct Observation of Procedural Skills Australian trainees now required to complete 2 per year. | To align Australia and New Zealand requirements. |

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Gastroenterology

Gastroenterology and Hepatology are branches of internal medicine (usually practised together) that are concerned with the prevention, investigation, treatment of and research into illnesses involving the gastrointestinal tract and liver.

Program overview

Advanced Training provides a 'depth' of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

| | |
|--------------------------------|---|
| Program | Advanced Training in Gastroenterology |
| Overseeing committee(s) | Advanced Training Committee in Gastroenterology (Australasia) (ATC) New Zealand Advanced Training Subcommittee in Gastroenterology (New Zealand) (NZ ATS) |
| Entry requirements | <ul style="list-style-type: none">• Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations• Current medical registration• Appointment to an appropriate Advanced Training position |
| Minimum duration | 3 years (full-time equivalent (FTE)) |
| Curricula | <ul style="list-style-type: none">• Download the Gastroenterology Advanced Training Curriculum (PDF 1MB)• Download the Professional Qualities Curriculum (PDF 1MB) |
| Qualification | Fellowship of the Royal Australasian College of Physicians (FRACP) |

Quick links

- [Apply or re-register](#)
- [Program requirements overview](#)
- [Important dates](#)
- [Advanced Training Portal](#)
- [Accredited training sites](#)
- [Part-time training](#)
- [Membership fees \(including training fees\)](#)
- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(DOC 153KB\)](#)
- [Download the Advanced Training interruption of training form \(DOC 1.1MB\)](#)

Learning and assessment tool forms

Supervisor's reports

- [Download the Gastroenterology Supervisor's Report \(Australia\) \(DOC 248KB\)](#)
- [Download the Gastroenterology Supervisor's Report \(New Zealand\) \(DOC 150KB\)](#)

Trainee's Reports (New Zealand only)

- [Download the Gastroenterology Trainee Report Cover Sheet \(New Zealand\) \(DOC 103KB\)](#)
- [Download the Gastroenterology Trainee Report Guidelines \(New Zealand\) \(DOC 62KB\)](#)

Contact us

Australia

Phone: +61 2 8247 6295
Email: Gastroenterology@racp.edu.au

New Zealand

Phone: +64 4 472 6713
Email: Gastroenterology@racp.org.nz

Apply for Advanced Training

Eligibility

New trainees can apply for Advanced Training after completing Basic Training, including passing the Divisional Written and Clinical Examinations. They must have current medical registration and appointment to an appropriate Advanced Training position at a suitable training site.

Advanced Training positions

Core training usually needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.

Some specialty groups conduct a coordinated [Advanced Trainee Selection and Matching](#) process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.

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

Approval and certification of training

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

Approval of training periods will be determined by the overseeing committee. To be approved, a trainee's individual training program must be consistent with the training requirements and appropriate for the stage in training.

Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee's progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

Prospective changes to approval of training

Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.

Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations and flexible training arrangements.

How to apply

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

Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required [fees](#).

Australian Trainees

[Apply online for Advanced Training](#) by the due dates below.

Where online registration is not available please download, complete and submit the [application form to apply for Advanced Training in Gastroenterology \(DOC 472KB\)](#).

New Zealand Trainees

Download, complete and submit the [application form to apply for Advanced Training in Gastroenterology \(DOC 475KB\)](#) by the due dates below.

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 |

Closing dates for applications in New Zealand

| | |
|-------------------|--|
| 31 March | Closing date for applications for prospective approval of April to 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 |

College training program resources

This handbook should be used alongside the following resources.

Curricula

RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- [Download the Gastroenterology Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Professional Qualities Curriculum \(PDF 1MB\)](#)

Advanced Training Portal

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

- detailed information on training rotations, including approval and certification decisions
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- online teaching and learning and formative assessment tools
- past examination results
- summary of training completed and required.

Education policies

[Education policies](#) underpin all training requirements.

Key education policies include the following:

- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS)

Variations in training and flexible training options

[Variations in training](#) processes cover dual, joint, conjoint and post-fellowship training.

[Flexible training option](#) information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

All trainees are adult learners who must understand [trainee responsibilities](#) and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their [Education Officer](#) and the [Training Support Unit](#).

The Training Support Unit has [Resources](#) for trainees covering topics including learning support and mentoring.

Supervisor roles and responsibilities

[Supervision](#) in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs [supervisor workshops](#) to help develop required skills for this role.

Accreditation of settings

Core training is usually conducted in training positions at [accredited training sites](#) that have been accredited by the overseeing committee.

eLearning@RACP

[eLearning@RACP](#) is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

Admission to Fellowship

Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

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

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a [Continuing Professional Development \(CPD\) program](#).

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 the certification of training, progression through training and program completion.

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

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. 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 trainee's responsibility to ensure that they are following the correct handbook and are aware of the current program requirements. They must also ensure that they are familiar with current RACP [education policies](#) and processes, such as those for [dual trainees](#).

Program requirements overview -

| Core training (minimum 24 months) | Non-core training (maximum 12 months) |
|---|---|
| Content | |
| <ul style="list-style-type: none"> Gastroenterology Advanced Training Curriculum Professional Qualities Curriculum | |
| Supervision | |
| <p>Supervision per rotation:</p> <ul style="list-style-type: none"> 1 supervisor with FRACP actively practicing in gastroenterology 1 supervisor with FRACP or equivalent | <p>Supervision per rotation:</p> <ul style="list-style-type: none"> 1 supervisor with FRACP 1 supervisor who may or may not have FRACP (recommended) |
| Work-based learning and assessment tools | |
| <p>Per rotation:</p> <ul style="list-style-type: none"> 1 Supervisor's Report (2 for 12-month rotations) 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> 2 Case-based Discussions 2 Direct Observation of Procedural Skills 2 Learning Needs Analysis 1 mini-Clinical Evaluation Exercise 1 Professional Qualities Reflection | <p>Per rotation:</p> <ul style="list-style-type: none"> 1 Supervisor's Report (2 for 12-month rotations) 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> 2 Learning Needs Analysis 1 Professional Qualities Reflection |

By the end of Advanced Training:

36 months of [certified training time](#) consisting of:

- 24 months core training
- 12 months non-core training
- [Developmental and Psychosocial Training](#) (Paediatrics & Child Health trainees only)
- 1 [Advanced Training Research Project](#) (for trainees commencing training in 2017 onwards)

Time-based requirements - Training time and rotations

Purpose

To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

Total training time

3 years (36 months FTE)

Training rotations

- 24 months core training
- 12 months non-core training

It is expected that trainees will decide to undertake either a clinical stream of training with three clinical years, or an academic stream with two clinical years of training and one non-core year as part of a PhD or MD. Deciding on which stream a trainee intends to pursue is an important decision, as those undertaking only two clinical years will need to ensure that they have a well-developed plan as to how they will cover the curriculum over the two-year period.

Core training

A minimum of 24 months (FTE) must be spent in accredited clinical training positions.

Non-core training

In Australia, a maximum of 12 months of non-core training may be undertaken in clinical training in related disciplines or Gastroenterology research.

In New Zealand, the Advanced Training Subcommittee in Gastroenterology will prospectively approve, on a case-by-case basis, only those rotations that are closely related to Gastroenterology as non-core training for up to a maximum of 12 months.

Non-core training cannot precede core training except where trainees are undertaking dual training or a higher degree during their non-core training. In those cases, training will be approved and certification deferred until it is clear that the trainee will complete the curriculum requirements during the two core years.

Training time in Australia/New Zealand

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

Other requirements

It is strongly recommended that trainees complete their Advanced Training at more than one training site.

Supervision requirements

Purpose

To provide trainees with appropriate support and guidance to complete the training program.

Core training

- 1 supervisor with FRACP actively practicing in gastroenterology
- 1 supervisor with FRACP or equivalent

Non-core training

- 1 supervisor with FRACP
- 1 supervisor who may or may not have FRACP (recommended)

More information

- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(DOC 153KB\)](#)

Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments 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.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College's formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee's performance. The College's formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

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

Case-based Discussion (CbD)

Purpose

To guide the trainee's learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

Requirement

Australia: Two per core training year due by 31 January of the following year

New Zealand: Two per core training year due by 31 October (recommended submission time is later in the rotation)

More information

- Enter CbD rating form data into the [Advanced Training Portal](#)
- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

Direct Observation of Procedural Skills (DOPS)

Purpose

To guide trainee learning and achievement of competency in procedural skills through direct observation and the provision of structured feedback. This is a formative assessment.

Requirement

Australia: Two per core training year due by 31 January of the following year

New Zealand: Two per core training year due by 31 October

Acceptable procedures

- Colonoscopy
- Endoscopy

More information

- Enter DOPS rating form data into the [Advanced Training Portal](#)
- [DOPS Information sheet, rating form, workflow and procedure lists](#)

Learning Needs Analysis (LNA)

Purpose

To embed the process of planning and evaluating learning in the trainee's practice.

Requirement

Australia: Two per year due by 31 January of the following year

New Zealand: Two per year or one per rotation if there are more than two rotations per year due by the end of each training rotation (recommended submission time is early in the rotation).

More information

- Complete and submit the LNA via the [Advanced Training Portal](#)
- [Learning Needs Analysis information sheet, workflow and other resources](#)

Mini-Clinical Evaluation Exercise (mini-CEX)

Purpose

For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.

Requirement

Australia: One per core training year due by 31 January of the following year

New Zealand: One per core training rotation due by the end of each training rotation (recommended submission time is earlier in the rotation).

More information

- Complete and submit the mini-CEX via the [Advanced Training Portal](#)
- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#)

Professional Qualities Reflection (PQR)

Purpose

To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

Requirement

Australia: One per training year due by 31 January of the following year

New Zealand: One per training year due by the end of the training rotation

More information

- Complete and submit the PQR via the [Advanced Training Portal](#)
- [Professional Qualities Reflection information sheet and workflow](#)

Supervisor's Reports

Purpose

To evaluate and provide feedback on the trainee's progress, which informs the certification of training decision. This is a summative assessment.

Requirement

One Supervisor's Report is due per rotation, two per rotation for 12-month rotations

Australia

Supervisor's Reports

For Advanced Trainees in 12-month positions:

- One Supervisor's Report is to be submitted by 15 July for the first six months of the calendar year.
- One Supervisor's Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:

- One 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).

Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.

New Zealand

For Advanced Trainees in 12-month positions:

- One Supervisor's Report is to be submitted by 31 May for the first six months of the rotation.
- One Supervisor's Report is to be submitted by 31 October covering the full 12 months.

For Advanced Trainees in three, four, or six-month positions:

- One Supervisor's Report must be completed for each rotation and submitted by 31 May (for rotations in the first half of the year) and 31 October (for rotations in the second half of the year).

The Supervisor's Report must be completed by supervisors who have directly supervised the trainee. 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.

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.

It is the trainee's responsibility to ensure that all supervisors receive a copy of the Supervisor's Report. Failure to do this may result in delays or non-certification of a period of training.

Progression to the next year of training is dependent upon the College receiving satisfactory Supervisor's Report(s) covering the full year/period of training completed.

Trainees must provide copies of previous Supervisor's Report(s) 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).

More information

- [More information on Supervisor's Reports](#)
- [Learning and assessment tool forms](#)
- [Progression Through Training Policy](#)

Trainee's Report

Purpose

To provide feedback to the College for use in future training program evaluations and to encourage trainees to reflect on their training rotations to embed reflection and review into their practice.

Requirement

Trainee's Report

Australia: Not required

New Zealand: One per rotation submitted with the Final Supervisor's Report at the end of each rotation and due by **31 May/31 October**

More information

- [More information on Trainee's Reports](#)
- [Learning and assessment tool forms](#)

Other requirements

Advanced Life Support (Paediatrics) course or equivalent (for New Zealand Paediatrics & Child Health trainees only)

Purpose

To provide trainees with the necessary skills and guidelines to support patients requiring resuscitation.

Requirement

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

Australia: Not required

New Zealand: One per rotation submitted with the Final Supervisor's Report at the end of each rotation and due by 31 May/31 October.

More information

- [More information on Trainee's Reports](#)
- [Learning and assessment tool forms](#)

Developmental and Psychosocial Training

Purpose

To assist 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.

Requirement

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

Australia: Once over entire training period (Basic Training *and* Advanced Training) for six months due by the end of Advanced Training

New Zealand: Once over entire training period (Basic Training *and* Advanced Training) for three months due by the end of Advanced Training

More information

- [More information on Developmental and Psychosocial Training](#)
- [Learning and assessment tool forms](#)

Research requirements

Advanced Training Research Project (for trainees commencing training in 2017 onwards)

Purpose

To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

Requirement

For trainees who commenced training before 2017:

Not required.

For trainees commencing training in 2017 onwards:

One over the course of training due by the annual submission date in any year before the end of Advanced Training.

Australia: Due by 15 September

New Zealand: Due by 31 October

The Advanced Training Research Project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.

More information

- [More information on Research Projects](#)
- [Research Projects eLearning@RACP module](#)
- [Education policies](#)

Important dates

Australia

January–March

15 February

- Applications for Approval of Advanced Training due
- Other activities to be completed this quarter*
- Learning Needs Analysis

April–June

Activities to be completed this quarter

- Case-based Discussion
- Direct Observation of Procedural Skills
- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise

July–September

15 July

- Supervisor's Report due for all trainees

31 August

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

15 September

- Advanced Training Research Project submission date

Other activities to be completed this quarter

- Professional Qualities Reflection

October–December

15 October

- Supervisor's Report and all PREP tools due for trainees eligible for Fellowship in December

Activities to be completed this quarter

- Case-based Discussion
- Direct Observation of Procedural Skills
- Learning Needs Analysis self-evaluation

January

31 January

- Previous year's Supervisor's Report and all PREP tools due for trainees *not* applying for Fellowship in December
- Training Position Evaluation survey (optional)

New Zealand

December–February

Activities to be completed this quarter

- Case-based Discussion
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise

March–May

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 current year due
- Supervisor's report due for all trainees
- Trainee's Report for the first half of the year due

Other activities to be completed this quarter

- Direct Observation of Procedural Skills
- Learning Needs Analysis self-evaluation

June–August

Activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion
- Professional Qualities Reflection

September–November

15 September

- Advanced Training Research Project submission date

31 October

- Supervisor's Report and all PREP tools due for all trainees
- Trainee's Report for second half of the year, or the whole year due
- Applications for Approval of Advanced Training for the first half or whole of the following year due

Other activities to be completed this quarter

- Learning Needs Analysis self-evaluation
- Mini Clinical Evaluation Exercise
- Direct Observation of Procedural Skills

More information

RACP policies

- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

RACP initiatives

- [Curated Collections](#) are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- [Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- [Pomegranate Health Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.

Useful contacts

| Contact the College | |
|--|---|
| <p>Member Services Contact Centre First point of contact for general enquiries.</p> | <p>Australia Email: raccp@raccp.edu.au Phone: 1300 MyRACP 1300 69 7227</p> <p>New Zealand Email: raccp@raccp.org.nz Phone: 0508 MyRACP 0508 69 7227</p> |

| Other College contacts | |
|--|--|
| <p>Education Officers Education Officers administer the training program and can respond to training-related enquiries.</p> | <p>Australia Email: Gastroenterology@raccp.edu.au Phone: +61 2 8247 6295</p> <p>New Zealand Email: Gastroenterology@raccp.org.nz Phone: +64 4 472 6713</p> |
| <p>Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</p> | <p>Australia Email: trainingsupport@raccp.edu.au Phone: +61 2 9256 5457</p> <p>New Zealand Email: trainingsupport@raccp.org.nz Phone: +64 4 472 6713</p> |
| <p>Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</p> | <p>Email: supervisor@raccp.edu.au Phone: +61 2 8076 6300</p> |
| <p>College Trainees' Committee The College Trainees' Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</p> | <p>Email: traineescommittee@raccp.edu.au</p> |

Other College contacts

New Zealand Trainees' Committee

The New Zealand Trainees' Committee represents and advocates on behalf of trainees.

Email: traineescommittee@racp.org.nz

Other contacts

Specialty Societies

[Specialty societies](#) are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in a particular area of medical practice, e.g. cardiology, geriatric medicine. The specialty societies are independent organisations that contribute to physician education through their members' involvement in College education committees and activities.

The Gastroenterology Society of Australia (Australia)

The [Gastroenterology Society of Australia](#) is the peak professional body representing Gastroenterology physicians/paediatricians in Australia.

New Zealand Society of Gastroenterology (New Zealand)

The [New Zealand Society of Gastroenterology](#) is the peak professional body representing Gastroenterology physicians/paediatricians in New Zealand.

www.racp.edu.au

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Published February 2018.

Version 4. Updated 20 April 2020.