



AUSTRALIAN
COLLEGE OF
PHYSIOTHERAPISTS

Australian College of Physiotherapists Specialisation Training Program Registrar Manual

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1. Introduction to the Australian College of Physiotherapists

The Specialisation Training Program (STP) is delivered by the Australian College of Physiotherapists (ACP), supported by both College staff as well as members of the College via Committees, Boards, and Working Groups.

College Support

The Specialisation Training Program is supported by the College team, in particular:

- Head of the Australian College of Physiotherapists
- Training and Assessment Lead
- Assessment Coordinator

As a Registrar, your first point of contact within the College will be the Training and Assessment lead. Once you move to your final examination, your main staff support will be the Assessment Coordinator. If you are unsure which member of staff to contact, you can contact the whole College team via acp@australian.physio, where your queries will be directed to the most appropriate member of staff.

Governance/Committee Support

Board of Censors

The Board of Censors (BOC) has a discipline specific member responsible for each cohort, who will liaise with both facilitators and Registrars. Communication between the facilitator and BOC discipline specific member occurs on a regular basis, in line with progress report deadlines and BOC meetings. Facilitators and Registrars may contact their BOC discipline specific member for guidance or assistance at any stage during the training program. Facilitators and Registrars may also contact a member of the College team for queries and support.

Fellowship Pathways Standing Committee

The Fellowship Pathways Standing Committee (FPSC) provides strategic and operational oversight of all College Titling and Fellowship pathways. The responsibilities of the FPSC are to engage with all College Standing Committees and to confer recommendations made by the BOC.

Assessment and Credentialing Standing Committee

The role of the Assessment Credentialing Standing Committee (ACSC) is to provide strategic and operational oversight of all assessment and credentialing requirements for Titling and Fellowship pathways, including the appointment, training, and education of examiners and assessors. The ACSC members monitor and review assessment moderation and validation, including objectivity, transparency, consistency, and equivalence in criteria across Titling and the Fellowship training programs.

Appeals, Complaints, and Grievances Standing Committee

The Appeals, Complaints, and Grievances Standing Committee (ACGSC) reviews alleged appeals, complaints, and grievances pertaining to admissions, programs, courses, or professional development offered by the Australian Physiotherapy Association and the Australian College of Physiotherapists. The ACGSC maintains confidentiality of all parties and promotes fairness, consistency, and transparency for all stakeholders in education, professional development, and other activities of the College through risk identification.

College Council

College Council representatives provide strategic oversight on education programs and professional development activities. The College contributes to the lifelong learning needs of physiotherapists. The role of College Council is to assist the Association to achieve its objectives, through the provision of leadership, communication, representation, and services to all its Members; and to provide strategic direction for the Australian College of Physiotherapists cognisant of all stakeholders, the changing healthcare environment, and community expectations.

Examination Working Party

The Examination Working Party (EWP) is comprised of the Examination Coordinator and the Chief Examiner from each specialisation discipline. The EWP is responsible for supporting College staff in the preparation and delivery of the final specialisation examinations.

Additional Wellbeing Support

As part of our ongoing commitment to health and wellbeing of College members, Titling Applicants, and Specialisation Training Program and Original Contribution Registrars, the ACP has partnered with EAP ASSIST. EAP ASSIST provides confidential, independent phone counselling and/or support to resolve personal and professional issues. If you need assistance, please do not hesitate to contact EAP ASSIST on **0407 086 000** between 9.00am - 5.00pm AEST Monday to Friday or visit their website <https://eapassist.com.au/> to complete a booking form. Please state the company code: **Australian Physiotherapy Association**.

2. Introduction to the Specialisation Training Program

On entering the Specialisation Training Program (STP), applicants will become Registrars of the Australian College of Physiotherapists. Registrar status will be conferred for the duration of the training period.

Fellowships by Specialisation are awarded in the following disciplines of physiotherapy:

- Cardiorespiratory
- Gerontology
- Musculoskeletal
- Neurology
- Occupational Health
- Paediatric
- Pain
- Sports and Exercise
- Women's, Men's, and Pelvic Health

Costs

Specialisation Training Program

The STP will cost \$9,900, paid in two instalments, payable:

- on acceptance into the program (\$4950);
- before commencement of the second year of the program (\$4950).

Final Examinations

Final examinations for specialisation will cost \$3300, paid in one instalment on acceptance to sit the final examination. Candidates are advised that final examinations may be held in a different state to the one in which they reside. All costs associated with travel and accommodation will be the responsibility of the candidate and are not included in the examination fees.

Repeat Final Examinations

Re-sitting of the final examinations for specialisation incurs an additional cost dependent on the components of the examination that are being repeated:

- Practical Component (Clinical Cases x2): \$2200
- Viva Voce Component: \$1100
- Full Examination: \$3300

As per the initial examination attempt, all costs associated with travel and accommodation will be the responsibility of the candidate and are not included in the examination fees.

Additional Costs

The College will endeavour to notify Registrars of any additional costs as soon as practicable and will aim to minimise these costs whenever possible. Note that in some cases, these costs will be tax-deductible.

Registrars are expected to meet all personal travel and accommodation costs during the program, including costs associated with:

- Attending face to face sessions with their cohort,
- Attending Conferences,
- Participating in other courses or training,
- Visiting clinical Specialists located in other states,
- Completing mock exams,
- Attending final examinations.

Registrars are also expected to:

- Provide all equipment and other resources required for their training sessions,
- Provide their own internet, computer access and telephone and meet these costs throughout the STP,
- Maintain their APA, College, and appropriate national group membership.

Membership Costs

Upon completion of the STP, Registrars will be required to pay their Australian College of Physiotherapists Membership fee in order to use the Fellow title and FACP post nominal. The membership fee is \$220 and is required annually to maintain Fellowship.

3. Structure of the Specialisation Training Program

Cohorts

Every Registrar in the training program is allocated to a cohort. Cohorts are groups of 1 – 4 Registrars within the same specialisation discipline who have entered the training program at the same time. Each cohort will be assigned a facilitator and a discipline specific Censor and is required to meet face to face eight times across the training program. These meetings may be conducted in the workplace of the facilitator and/or Registrars or using virtual platforms if circumstances arise where a cohort cannot meet face to face. Where possible, a cohort will be based in a single geographical area. A schedule of times and locations for face to face or virtual meetings will be negotiated between the facilitator and the Registrar cohort. Registrars are expected to take an active role in the organisation and planning of cohort meetings, whether virtual or face to face.

Correspondence between Registrars in different cohorts (from all specialisation disciplines) are encouraged and will be promoted through workshops and events, online learning through PebblePad, and other virtual platforms.

Facilitators

The role of the Facilitator is to advise and guide their cohort through the training program, supporting them with their learning and ensuring they are working to the expected standard through each part of the training program. They are required to work with their Registrars to produce SWOT analyses and Learning Contracts and will monitor each Registrar's progress through the program against these. Facilitators will also support the scheduling and content of the eight (8) face-to-face cohort meetings. Facilitators are Fellows of the College and in most cases will be from the same specialisation discipline as the Registrars in their cohort.

Censors

The role of the Censor is to provide an overview of Registrar progression to the BOC and to provide support and guidance to the Facilitator.

Timeline

The STP is delivered by the ACP in four 6-monthly blocks, designed to be completed over two years. A detailed timeline with specific deadlines and event dates will be provided to each cohort.

| Training Block | Key Events and Activities |
|--|--|
| Block 1: Months 1 – 6 April → September | <ul style="list-style-type: none"> • Orientation • 2x Cohort Meetings • PEDro Evening • SWOT Analysis • Learning Contract • 4x Clinical Reflections • Case study 1 • Additional self-guided learning activities |
| Block 2: Months 7 – 12 October → March | <ul style="list-style-type: none"> • 2x Cohort Meetings • Updated SWOT Analysis • Updated Learning Contract • 4x Clinical Reflections • 1x Marked Mock Examination • Registrar Day • Additional self-guided learning activities |
| Block 3: Months 13 – 18 April → September | <ul style="list-style-type: none"> • 2x Cohort Meetings • Updated SWOT Analysis • Updated Learning Contract • 4x Clinical Reflections • Case Study 2 • Additional self-guided learning activities |
| Block 4: Months 19 – 24 October → March | <ul style="list-style-type: none"> • 2x Cohort Meetings • Updated SWOT Analysis • Updated Learning Contract • 4x Clinical Reflections • Oral Presentation of Case Study • Professional Issues Essay • 2x Marked Mock Examination • Registrar Day • Additional self-guided learning activities |

Year Three Deferred Program

The Year Three Deferred Program is an additional training period offered to Registrars who are not ready to sit their final examination at the 24-month point in the program, have not yet completed all components of the program prior to their final examination, or who are not yet at the expected standard of a new Specialist in their discipline. The program runs from April until the examination in November. Registrars may choose to enter the program if they do not feel prepared to sit their examination in June.

Extensions and Deferrals

The program can be undertaken over a longer period with part time completion plans or through extensions and deferrals. The BOC will consider variations to the two-year timeline on a case-by-case basis. In all cases, the STP must be completed within a maximum of four (4) years, including any period of deferment. If a Registrar's situation does not permit this, they will be required to withdraw from the STP and commence a new STP when circumstances

allow. A transition to part time or a deferral will be implemented at the commencement of a new training block once the Registrar has satisfied all learning requirements and standards for the previous block.

4. Elements of Training Program and Learning Activities

Training progression and performance for Registrars will be measured against four key elements:

- Element 1: Development of Specialist Skills in Area of Practice
- Element 2: Participation in Education of The Profession
- Element 3: Commitment to Lifelong Learning and Professional Development
- Element 4: Participation in Research Activities

The Registrar will be required to participate in direct training with their cohort and facilitator, in addition to participating in other activities as well as successful completion of the formal Marked Mock Examinations (MMEs) and written components of the STP, to achieve the required entry level standard in each of the four elements. Progress in each Element will be reflected in the facilitator reports provided to BOC at six-month intervals. This information will be considered by Facilitators, BOC, and College Staff when deciding whether the Registrar is ready to move on to the next six-months of the STP.

Element 1: Development of Specialist Skills in Area of Practice

Registrars will continue practicing in their field to develop high level specialist skills in the context of their discipline specific Curricula. Registrars will develop their skills through weekly clinical contact, cohort meeting activities, and individual learning activities. During these activities, Registrars will individually and collaboratively reflect upon experiences with scenarios / case presentations and management, and clinical reasoning and review of other theoretical background relevant to the area of specialty practice. Registrars are also encouraged to develop relationships with current Specialists and other STP cohorts across disciplines, geography, and years and to meet with them formally and informally.

Expected level of achievement in Element 1 will be assessed against the nine standards of practice. By the end of the STP the Registrar will be expected to demonstrate achievement in the nine standards of practice, commensurate with an entry level Specialist physiotherapist and Fellow of the College in the context of the discipline specific Curricula. Skill development activities undertaken as part of the STP are logged in the PebblePad Workbook under the Log and Evidence tab.

Nine Standards of Practice

1. Highly advanced professional behaviours
2. Highly advanced communication skills
3. Highly advanced knowledge in the field of the physiotherapy specialty and related sciences, advanced skills in information retrieval and analysis, highly advanced skills in the application of evidence-based practice
4. Highly advanced skills in physiotherapy assessment
5. Highly advanced skills in clinical reasoning
6. Highly advanced skills in development and application of an optimal physiotherapy management
7. Highly advanced skills in the evaluation of effectiveness, efficiency, and cost effectiveness of physiotherapy management
8. Ability to contribute to multidisciplinary health care team management, where appropriate
9. Highly developed skills in service delivery and quality improvement processes.

Element 2: Participation in Education of the Profession

Registrars will demonstrate significant contributions to education of the profession during the STP. Education and teaching activities undertaken as part of the STP are logged in the PebblePad Workbook under the Log and Evidence tab.

Teaching activities should include examples of at least two of the following:

- Delivery, at an advanced level, of continuing professional development courses within a national group program or delivery of other teaching as approved by the BOC
- Delivery, in long term capacity, of undergraduate/graduate entry student education
- Delivery of postgraduate student education
- Delivery, at an advanced level, of staff development and training programs
- Presentations at national or international conferences
- Supervision of postgraduate, undergraduate or APC student clinical placements.

Element 3: Commitment to Lifelong Learning and Professional Development Activities

Registrars are strongly recommended to attend conferences, master classes, and advanced courses in their field of specialisation, for professional development and learning opportunities clearly linked to the objectives identified in their Learning Contract. Professional development activities undertaken as part of the STP are logged in the PebblePad Workbook under the Log and Evidence tab.

Element 4: Participation in Research Activities

Registrars are required to provide evidence of consistent involvement in research or other academic/scholarly activity across the STP. This may include involvement in research in any capacity, together with at least one of the following:

1. Providing a major contribution as a treating physiotherapist in a clinical trial or supporting research activity through screening and recruitment processes, or in a hospital / university research project.
2. Contribution to research supervision, e.g., co-supervisor of an honours or other research student.
3. Publication of a case study in a peer reviewed journal. Please note: InMotion is NOT considered to be a peer reviewed journal.
4. Reviewing abstracts for a conference or journal.
5. Publication and / or presentation of research at a conference / professional event.
6. Successful completion of a relevant research course (e.g., a university course in Evidence Based Practice or Research Methodology)
7. Accredited reviewer for the PEDro database and evidence of 3 reviews in each six-month period completed and documented in the Registrar's PebblePad Workbook.
8. Other research related activity as approved by the BOC.

Research activities undertaken during the STP should be documented in the PebblePad Workbook under the Log and Evidence tab. Supporting evidence such as manuscript drafts or proof of participation in research data collection or supervision is required for each activity. Research projects undertaken to meet this element must not be solely for the purposes of commercial product development but must contribute to the broader peer reviewed literature knowledge base. Confidentiality will be respected; however, a member of the BOC must be briefed about the nature of the research.

Recognition of Prior Learning

Applicants who believe they have met program requirements for Element 2 and /or Element 4 may be given credit in recognition of prior learning. An application for Recognition of Prior Learning (RPL) must clearly demonstrate a continuum of, and current learning, in relation to the element(s). To be considered current, prior learning must have been attained within three years of the year of admission into the STP. The BOC will consider a written application submitted with a statement providing evidence in support of the request for RPL.

5. Components of Training Program

Registrars are required to complete several components across their time in the STP. These tasks are measured against the four key elements and the nine standards of practice to determine performance of Registrars and progression through the four stages of the training program. Required components of the program are:

- Clinical contact
- SWOT Analysis
- Learning Contract
- Learning Activities and Evidence Log
- Cohort Meetings
- Clinical Reflections
- Case Studies
- Oral Presentation of a Case Study
- Professional Issues Essay
- Marked Mock Examinations
- Final Examination

Clinical Contact

Registrars will continue to practice in their field of specialty in addition to learning activities and training program assessments and components. Registrars are expected to maintain a minimum of eight (8) hours of clinical contact each week for the duration of the STP. This clinical contact time does not reduce for part time progression plans and cannot be averaged over each training program block.

SWOT Analysis

At the start of the program, Registrars will undertake a SWOT analysis to identify strengths, weaknesses, opportunities, and threats in consultation with their Facilitator and, if required, the discipline specific Censor. A copy of the final SWOT Analysis will be presented to the BOC (via PebblePad) for evaluation and approval in accordance with the cohort timeline. The BOC may require the Registrar to provide further detail or clarification of their SWOT prior to its approval and may provide advice about specific inclusions if considered appropriate. Registrars will be required to update their SWOT Analysis at the beginning of each 6-month block of the program.

Learning Contract

At the start of the program, Registrars will develop a Learning Contract, in consultation with their Facilitator and, if required, the discipline specific member of the BOC. The Learning Contract will identify individual learning needs in the context of the speciality discipline criteria and establish short- and long-term goals (learning objectives) for successful completion of the STP. Learning goals should be established using the SMART goal format (Specific, Measurable, Attainable, Realistic and Timely).

A copy of the Learning Contract will be presented to the BOC (via the Registrar's PebblePad Workbook) for evaluation and approval in accordance with the cohort timeline. The BOC may require the Registrar to provide further detail or clarification of their Learning Contract prior to its approval and may provide advice about specific inclusions if considered appropriate. The Learning Contract is required to be updated at a minimum, before the end of each six-month period of the STP, to reflect current achievements and to document new learning goals and proposed activities.

Learning Activities and Evidence Log

Registrars will undertake a program of self-guided learning activities to assist in their development across all four key elements of the program. Learning activities should be selected by each Registrar to directly address the

weaknesses, opportunities, and threats outlined in the SWOT Analysis and the Learning Objectives established in the Learning Contract. Learning activities may include:

- Conducting literature reviews,
- Attending multidisciplinary conferences,
- Completing short courses or workshops,
- Observing Specialists and experts,
- Private reading,
- Engaging in research and teaching activities,
- Engaging in critical reflection, enquiry in practice, and peer review,
- Increasing the depth and breadth of clinical and theoretical knowledge,
- Engaging in peer teaching and support,
- Accessing experts in the field (physiotherapy and other relevant health professionals or stakeholders).

Relevant evidence of each activity is recorded in PebblePad under the Logs and Evidence tab. Evidence should include commentary from the Registrar justifying the relevance of the activity to the element it has been logged under and to the goals they have set in their Learning Contract for the 6-month period. More than one file can be uploaded as evidence for an activity. Each activity can only be logged once under a single element.

Cohort Meetings

Each cohort is required to meet face-to-face a total eight (8) times across the training program. Cohort meetings should be conducted in person, however, can be completed virtually if circumstances arise where a cohort cannot meet face to face. Meeting frequency will be approximately every three months, as two (2) meetings must occur in each 6-month period. The duration of these meetings is dependent on the cohort size and equates to one half day per Registrar.

| Cohort Size | Meeting Duration |
|--------------|------------------|
| 1 Registrar | 0.5 Days |
| 2 Registrars | 1 Day |
| 3 Registrars | 1.5 Days |
| 4 Registrars | 2 Days |

Activities during cohort meetings may include:

- Clinical demonstrations by Registrars, Facilitator, and/or other Specialists,
- Complex case demonstrations or presentations by Registrars, Facilitators, and/or other Specialists,
- Peer observation, feedback, and discussion,
- Engagement in critical reflection, enquiry in practice, and peer review,
- Observation of or being observed by Specialists and experts,
- Presentations delivered by Registrars,
- Facilitated tutorials,
- Mock examinations using the final examination marking schema,
- Other activities negotiated between Registrars and their Facilitator.

Clinical Reflections

Registrars are required to reflect on cases or clinical experiences which illustrate progression towards attainment of highly advanced skills, knowledge, and behaviours in line with the nine standards of practice. A minimum of four (4) clinical reflections must be submitted to PebblePad in each six-month block, totalling to a minimum of 16 clinical reflections over the course of the training program. Each reflection should encompass one or more of the nine standards of practice and be presented in no more than 500 words. The Registrar is welcome to keep some reflections confidential between themselves and their Facilitator, but there must be at least 4 reflections formally

submitted via PebblePad in each six-month period. Several useful articles about reflective practice, reflective learning, and written reflections can be accessed in the resources section of Atlas (available via PebblePad).

Case Studies

Case studies are a formal illustration of clinical reasoning skills. The cases should display evidence of an appropriate level of practice including advanced reasoning and problem solving in assessment and management as well as reflective practice. Registrars will present two case studies over the course of the STP:

- Case Study 1: Case study of a typical non-complex patient/client/workplace.
- Case Study 2: Case study of a novel or complex patient/client/workplace.

The Registrar will submit their case study topic to the BOC at least one month in advance of the completed case study, in accordance with the cohort timeline, to allow time for engagement of an appropriate assessor. It is expected that the Facilitator will approve the case study topic and will oversee the preparation of the written case.

Case studies must be written in an academic style, consistent with the Guidelines for Presentation of Case Studies (available in the resources section of Atlas via PebblePad) and be accompanied by a completed Case Study Cover Page and Checklist (available in the resources section of Atlas via PebblePad). As scientific writing as used in case studies is a complex and iterative process, it is possible that Registrars may need to prepare many drafts to meet the assessment requirements. Accordingly, the Registrar must allow sufficient time for drafting the case study (at least two months) and for feedback from their Facilitator and revision prior to submission for assessment.

The final submitted version of each case study that is deemed 'satisfactory' will be sent to the editor of InMotion to be considered for publication. Registrars must advise College staff in writing if they do not wish for their case study to be published. It is expected Registrars will observe copyright regulations and have obtained all necessary permissions, including consent from the patient, for publication of their case.

Case Study Advisory Group

Registrars requiring additional support to complete their case studies can seek assistance from the Case Study Advisory Group (CSAG). The CSAG is comprised of physiotherapists with an academic background, who assist with preparation and/or revision of the written case study. The Registrar must complete the CSAG application form (available in the resources section of Atlas via PebblePad) which must be co-signed by their Facilitator. Their role is to help Registrars with writing style, deciding where to cut content if they are over the word limit, making sure that referencing is correct, etc. The CSAG will not provide case study content advice. Even if the case study writing has been overseen by the CSAG, the Facilitator must still approve the final copy prior to submission to the BOC.

Oral Presentation

Registrars are required to prepare and deliver an oral presentation on one of their case studies at a relevant conference or education session. The presentation should be no longer 15 minutes, but may be required to be shorter, depending on the forum at which the case is presented. At the close of the presentation there will be an opportunity for questions from the audience, during which the Registrar must be able to provide a rationale for their assessment and management of the case. Unless otherwise advised, there should be no more than five minutes for questions.

Three (3) Fellows of the Australian College of Physiotherapists (FACPs) must evaluate the presentation and provide feedback. Fellows from other disciplines and Fellows by Original Contribution can assess the presentation. Facilitators can be assessors, but it is preferable to have three independent assessors, where possible. Two of the three assessors must score the oral case presentation as 'satisfactory' for this element to be considered completed. Completed assessor reports and a self-reflection by the Registrar will be uploaded to PebblePad as soon as possible after the oral case study presentation under the Case Studies tab.

It is the responsibility of the Registrar to arrange for assessment of their case presentation, including identifying assessors, providing assessment sheets, and making time and venue arrangements if their presentation is not part of an organised event. Each year Australian Specialist Physiotherapy Education (ASPE) and the Australian College of Physiotherapists co-host a forum where Registrars can present their case study. Registrars can also present their case study to Fellows at the annual ACP Registrar Day.

Professional Issues Essay

Registrars are required to present a Professional Issues Essay on an issue relevant to the physiotherapy profession within their field of practice. The written paper must clearly describe their selected topic, outlining its importance to the physiotherapy profession, how Specialists may get involved, and how Specialists can influence the chosen area in a maximum of 1000 words. This essay is intended to prepare Registrars for a question in the Viva Voce component of their final examination - "Nominate and discuss major professional and/or ethical issues relating to contemporary (discipline) physiotherapy practice".

It is strongly recommended that Registrars discuss potential topics with their Facilitator prior to commencement of writing. Topics which may be considered include, but are not limited to, areas such as:

- Leadership
- Advancement of practice
- Legislation
- Other professional activities or responsibilities

Registrars will submit the final essay in the final 6-month block of their program, at least four months before the finalisation of the training period. The final submitted version of each Professional Issues Essay that is deemed 'satisfactory' will be sent to the editor of InMotion to be considered for publication. Registrars must advise College staff in writing if they do not wish for their essay to be published. It is expected Registrars will observe copyright regulations and have obtained all necessary permissions, including consent from the patient, for publication.

Marked Mock Examinations

Marked Mock Examinations (MMEs) are used to assess clinical competence and to prepare Registrars for their final examinations. Registrars must complete a minimum of three (3) MMEs during their training program. The first mandatory MME is to be completed in the second 6-month block of the program and does not require a pass outcome, though performance in relation to objectives outlined in the Learning Contract will be considered in determining progression through the program. The remaining two (2) mandatory MMEs are to be completed in the final 6-month block of the program and will be used to determine readiness to sit final examinations. Registrars must pass at least one of the final two MMEs to be deemed ready to sit their examination. In the event of a deferment prior to sitting the final examination or a second examination attempt, two additional MMEs must be completed in the six months preceding the final examination, with at least one pass outcome. All MME marksheets must be uploaded to the Marked Mock Exams tab of PebblePad to evidence satisfactory completion.

Registrars are required to make all arrangements for their MMEs in consultation with their Facilitator. This includes arranging venues, patients, consent forms, and examiners. MMEs can be completed in person or can be recorded and shared as a video for assessment. Completed patient and Registrar consent forms will need to be held by the Registrar, as part of the patient medical record. The MMEs will follow the same format as the final examination, with treatment of a new patient that includes:

- Initial Assessment (60 or 90 minutes)
- Follow Up Assessment (30 or 45 minutes)
- Post Assessment Discussion (15 minutes)

Video Submission for Marked Mock Examinations

Using a smartphone or similar device is acceptable, provided the quality (sound and picture) is of a standard that can be assessed. It is recommended to use a tripod for video recording if using a phone. A third party can be used to take the video, if the patient consents to this, to ensure that suitable views of the interaction with the patient are obtained. The video date and time stamp must be continuous. Stopping and re-starting the video is not permitted. Registrars will be responsible for the secure storage of the video files.

Final Examination

The examination is the final step in meeting the requirements of the STP. All Registrars must pass the examination to complete the program and be awarded their fellowship and the Fellow of the Australian College of Physiotherapists (FACP) postnominal title. The examination is delivered in physiotherapy practices, hospitals, or community health facilities with real patients to create an authentic clinical scenario to be assessed. It runs over two days to allow initial and follow up assessments of patients. Examinations typically occur two months after the last 6-month block of the program. Registrars are given a maximum of two (2) attempts at the final examination. A third attempt may be considered in some circumstances at the discretion of the Facilitator, BOC, and/or College staff.

The final examination is made up of the following components:

1. Case / Patient 1
2. Case / Patient 2
3. Viva Voce
4. Patient notes
5. Post Examination Self Reflection

Clinical Cases

Registrars are required to complete two cases within their examination in which they treat real patients or clients to demonstrate their practical skills and knowledge. The cases are separated into three sessions – the initial assessment which occurs on day one of the examination and the follow up assessment and post assessment discussion which occur on day two. To pass the practical component of the examination, candidates must receive a pass mark from three of the four examiners across their two cases.

The practical component will have different timing based on discipline, as per the following table:

| Component | CRP | GERO | PAEDS | PAIN | MSK | NEURO | OHPA | SPEX | WMPH |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Reading Time | 10 mins | 10 mins | 10 mins | 10 mins | 10 mins | 10 mins | 10 mins | 10 mins | 10 mins |
| Initial Assessment | 60 mins | 90 mins | 90 mins | 60 mins | 60 mins | 90 mins | 60 mins | 60 mins | 60 mins |
| Follow Up Assessment | 30 mins | 45 mins | 45 mins | 45 mins | 30 mins | 45 mins | 30 mins | 30 mins | 30 mins |
| Post Assessment Discussion | 15 mins | 15 mins | 15 mins | 15 mins | 15 mins | 15 mins | 15 mins | 15 mins | 15 mins |

Viva Voce

The Viva Voce component is allocated 60 minutes across all disciplines. It is structured as an interview between the Candidate and Examiners that aims to consider all the cognitive domains of Bloom's taxonomy i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation. Examiners will be evaluating a Candidate's theoretical knowledge and application of that to clinical practice and their capacity for reflection and synthesis across research with due regard for gaps in the evidence, an understanding of the quality of the research, and

application of the evidence to a specific clinical practice scenario. Current Viva Voce questions for each discipline are available through Pebble Pad, in Examination Information Packs, or via College staff.

The oral examination is designed to assess:

- Advanced knowledge in basic, applied, and medical sciences relating to the specialty field.
- Advanced knowledge relating to specific conditions, clinical situations, or settings relevant to the area of specialisation.
- Advanced knowledge of the role of the physiotherapist within the multidisciplinary and/or multiservice construct of management and prevention for the field of specialty.
- Attributes of professional leadership and responsibility.
- Attributes of professional, ethical, and socially responsible conduct.

Patient Notes

Candidates will have a maximum of three (3) hours allocated after their final post assessment discussion to complete their patient notes, including letters to the referring physiotherapists. These summaries form part of the examination record and must be handed to relevant venue staff prior to leaving the examination venue. Any letters written on behalf of the patient to the referring physiotherapist, medical officer, or other relevant health professional, must be included with the treatment notes. In some cases, patient notes and letters to the referrer may be used by Examiners when determining a Candidate's examination outcome.

Post Exam Self-reflection

All candidates are required to prepare a reflection on both cases, to be written as soon as possible after the examination. Formal submission is required within two weeks of the examination date. The reflection will be used if a feedback session is required. At that time, it is released to the feedback panel, to be used in addition to case notes and the examiners' report, to guide the feedback session. Details of all self-reflections will remain confidential unless required by a feedback panel.

6. Registrar Status and Progression through Program

Progression Through Six-Month Training Blocks

In each six-month report, Facilitators will provide a status determination on each of their Registrars that will indicate if the expected standard in each of the elements has been 'met' or 'not yet met'. This status is based on progress against the Learning Contract and SWOT Analysis, completion of program components for that period (including Case Studies, MMEs, and/or Professional Issues Essay), and Learning activities and evidence log across all four elements.

Registrars who obtain a 'Met' status on all four elements will progress to the next training period of the program. Registrars who obtain one 'Not yet met' status will progress to the next period with detail provided on remedial steps and improvements they need to make over the next six-month period to achieve a 'Met' status. This will be addressed by the Registrar in their updated Learning Contract and SWOT Analysis. If the Registrar has not yet met the same element in a subsequent 6-monthly report or has received a 'not yet met' status on more than one element in a single report, the matter will be discussed by the Registrar, Facilitator, BOC, and College staff as required, to determine whether the Registrar can remain in the STP.

If a Registrar is deemed not yet met for 'Registrar status indicative of progress towards sitting for Final Exams' (overall 'not yet met' status), the Facilitator must provide specific detail as to what remedial steps and actions need to be taken by the Registrar to address the areas identified. If a second conditional for 'Registrar status indicative of progress towards sitting for Final Exams' is awarded in a subsequent report, the matter will be discussed by the Registrar, Facilitator, BOC, and College staff as required, to determine whether the Registrar can remain in the STP.

If it is found that progression is not in line with the STP requirements, then the Registrar will be required to withdraw from the program.

A Facilitator may, in instances where the Registrar's performance has not been satisfactory, make a recommendation to terminate a Registrar's candidature. In such an instance, the Facilitator is required to clearly outline the areas in which performance is unsatisfactory, what remedial steps and actions have been advised/put in place to address these areas prior to the report cycle and the Registrar's response to those steps and/or actions. The Facilitator must provide justification for the recommendation for termination of candidature. If the Registrar wishes to refute the recommendation for termination of candidature, they are required to provide evidence which might explain the finding of unsatisfactory progress and outline evidence of steps taken, and/or intended to be taken, to address the areas of concern. Final decisions on termination of candidature will be determined between the Registrar and the Facilitator, BOC, and College staff as required.

Progression to Final Examinations

If a Registrar has met all elements in their 24-month report and completed all required components of the program, they will be deemed ready to sit their final examination. If a 24-month report indicates a Registrar has not yet met one or more elements or have not completed all required components of the program, they will be deemed not yet ready to sit their final examination. In this instance, the Registrar will move into the Year Three Deferred Program, in which they will complete all outstanding components of the program and continue to build on their skills until they achieve 'met' status on all elements, to be deemed ready to sit their final examination.

7. Specialisation Training Program Resources

Pebble Pad and Atlas

Pebble Pad and Atlas are the platforms used for submission of work during the program. They are both accessed using the same login details via the Pebble Pad login page, <https://v3.pebblepad.com.au/login/Login/ChooseInstall>. Registrars will submit all required work into their Pebble Pad workbook, which is set up with a different tab for each component of the program. Facilitators and Censors have access to these workbooks to assess submissions and review Registrar progress through the program.

Atlas also contains a Resources section that includes:

- Exemplar Pebble Pad workbooks from previous Registrars
- Detailed instructions on each component of the program
- Marking rubrics and marking guides for assessments
-

Pebble Pad access and training is provided to new Registrars by the College at the commencement of the training program.

Website

The APA website provides Registrars with access to general information regarding the College, STP, College membership, competence framework, and use of College titles as well as details on College governance, policies, and procedures. You can access the College page of the APA website directly here: <https://australian.physio/pd/australian-college-physiotherapists>.