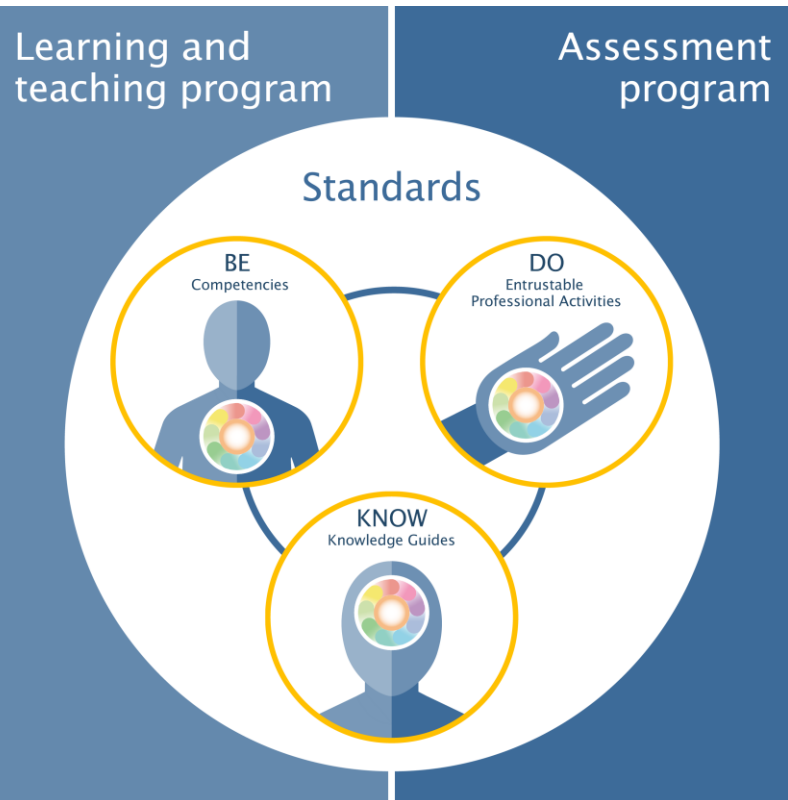


CURRICULUM STANDARDS

The curriculum standards are summarised as **learning goals**. Learning and assessment activities are linked to the learning goals to ensure that trainees demonstrate learning across the breadth of the curriculum.



BE	DO	KNOW
Competencies are statements of professional behaviours, values and practices	Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do	Knowledge Guides provide guidance on important topics and concepts trainees need to know

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.

PUBLIC HEALTH MEDICINE LEARNING GOALS

BE	1. Professional behaviours
DO	1. Leadership and accountability 2. <i>Codesigned EPA (title TBA)</i> 3. Supervision and teaching 4. Quality improvement 5. Incident response 6. Populations and public health interventions 7. Population health information 8. Communication and engagement for population health gain 9. Inclusive public health 10. Policy analysis, development and planning 11. Organisational unit management 12. Public health advocacy
KNOW	1. Scientific foundations of public health medicine 2. <i>Codesigned KG (title TBA)</i> 3. Communicable disease prevention and control 4. Non-communicable diseases and conditions, prevention and control 5. Preventing, detecting, and managing environmental risks to health 6. Determinants of health

*Refer to the Learning, Teaching and Assessment (LTA) summary for the complete program requirements

LEARNING, TEACHING AND ASSESSMENT*

Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion.

ENTRY CRITERIA

- General medical registration
- Completed 3 years FTE postgraduate clinical experience (PGY1-3) in a well-structured position with appropriate supervision and regular face-to-face patient contact
- Completed a Master of Public Health or equivalent
- An Advanced Training position

PROFESSIONAL EXPERIENCE

- 36 months of relevant professional experience in at least 2 different AFPHM accredited training settings (or approved overseas training positions), including at least 6 months FTE in an approved health protection placement

LEARNING PROGRAM

- 1 Learning plan (per rotation)
- Attendance at Trainee Video Conferencing Sessions each training phase (recommended each year)

Over the course of training:

- RACP Advanced Training Orientation resource (online)
- RACP Health Policy, Systems and Advocacy resource (online)
- RACP Supervisor Professional Development Program (online or F2F)
- RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- RACP Communication Skills resource (online)
- RACP Ethics and Professional Behaviour (online)
- RACP Leadership, Management, and Teamwork (online)
- Attendance at 1 National Training Day over the course of training

TEACHING PROGRAM

- 1 Education Supervisor, who is a Fellow of the AFPHM
- 1 Mentor who is a Fellow of AFPHM
- 1 Regional Education Coordinator
- 1 Research Project Supervisor (may be the Education Supervisor)
- 1 Progress Review Panel

ASSESSMENT PROGRAM

- 12 Learning Captures, on the range of learning goals (per phase)
- 12 Observation Captures, on the range of learning goals (per phase)
- 4 Progress reports (per phase)
- 1 Research project (over course of training)
- 1 Oral examination (completed during Transition to Fellowship phase)

Find out more

- head to the [website](#)
- email Curriculum@racp.edu.au
- phone +61 2 8076 6390

