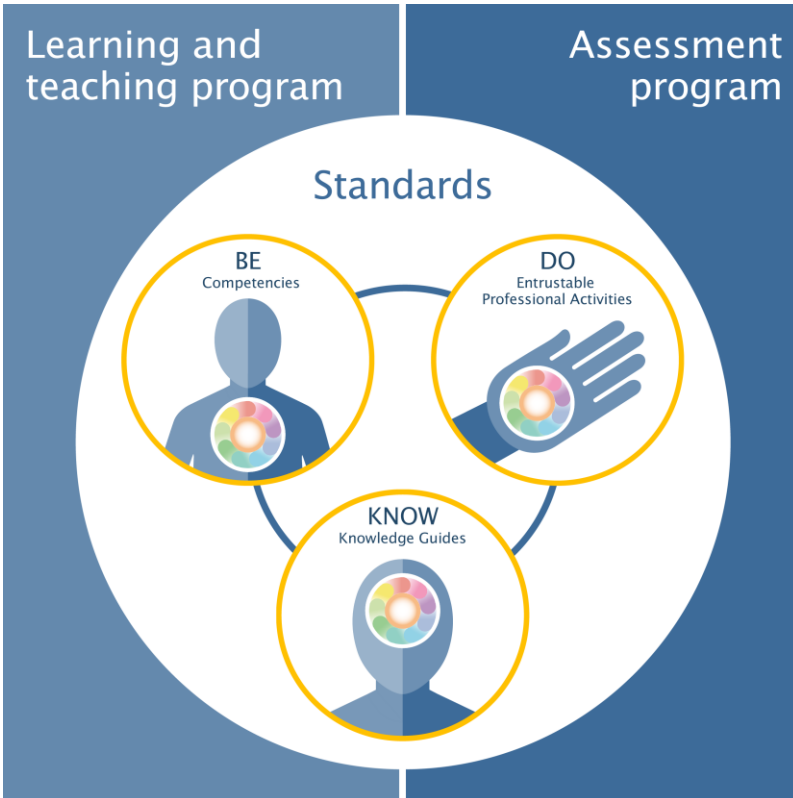




CURRICULUM STANDARDS

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.



GENERAL PAEDIATRICS LEARNING GOALS

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment 6. Clinical management 7. Acute care and procedures 8. Communication with patients and health professionals 9. Promote improved outcomes in child and adolescent health and development 10. Care for patients from rural/remote areas
KNOW	11. Foundations of general paediatrics 12. Neonatal and perinatal medicine 13. Acute care 14. Developmental paediatrics 15. Adolescent and young adult medicine 16. Child safety and maltreatment 17. Rural paediatrics

LEARNING, TEACHING AND ASSESSMENT*

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

ENTRY CRITERIA

- Completed RACP Basic Training, including the Written and Clinical Examinations
- General medical registration
- An Advanced Training position

PROFESSIONAL EXPERIENCE

36 months of relevant professional experience in approved rotations in at least two different training settings.

- Minimum 30 months of relevant professional experience in approved rotations Including:
 - 18 months general paediatrics (foundational)
 - 6 months acute hospital paediatrics
 - 6 months community and developmental paediatrics
- Maximum 6 months in supplementary training

LEARNING PROGRAM

- Induction to Advanced Training resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 of whom is a Fellow of the RACP in General Paediatrics)
- 1 Research Project Supervisor (may be the Education Supervisor)

ASSESSMENT PROGRAM

- 1 Learning plan (per year)
- 12 Learning Captures, on the range of learning goals (per year)
- 12 Observation Captures, on the range of learning goals (per year)
- 4 Progress reports (per year)
- 1 Research project (during course of training)

*For more information on the LTA programs, see the LTA Summary

Find out more

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



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

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

