

ENTRY CRITERIA

Summary of proposed changes

- Options to enter training into stage A or stage B are removed.
- Trainees enter into the specialty foundation phase after an application process to enter OEM Training.

CURRENT REQUIREMENT	Entry can occur at the beginning of the Basic Stage (Stage A) or at the beginning of the first Advanced Stage (Stage B).
PROPOSED REQUIREMENT	<p>Entry occurs at the beginning of the specialty foundation phase. Entry into the program is assessed against entry attributes and criteria. Recognition of Prior Learning (RPL) can be applied for entry if a prospective trainee has:</p> <ul style="list-style-type: none"> completed the RACP Basic Training in Adult Internal Medicine, including the Written and Clinical Examinations completed the Australasian Faculty of Rehabilitation Medicine Training Program Entry Phase Examination hold Fellowship of the Royal Australian College of General Practitioners hold Fellowship of the Royal New Zealand College of General Practitioners hold Fellowship of the Australian College of Rural and Remote Medicine

All other applicants are to submit evidence of meeting the OEM entry attributes and criteria that is assessed by the Faculty Training Committee.

PROFESSIONAL EXPERIENCE

Summary of proposed changes

- Remove stages A, B and C, replace with new LTA structure and phases:
 - Specialty foundation
 - Specialty consolidation
 - Transition to Fellowship
- Decrease total training time from 42 to 36 months FTE.

CURRENT REQUIREMENT	<p>Training in Occupational and Environmental Medicine requires 3.5 years (42 months) of full-time equivalent (FTE) training.</p> <ul style="list-style-type: none"> Basic Stage (Stage A) Advanced Stage (Stage B) Advanced Stage (Stage C)
PROPOSED NEW REQUIREMENT	Complete at least 36 months (FTE) of relevant professional experience in approved OEM rotations.

LOCATION OF TRAINING

Summary of proposed changes

- More details of location of training provided. Still only recommended to complete training in at least two different accredited settings.

CURRENT REQUIREMENT	<ul style="list-style-type: none"> Strongly recommended that training is completed at more than 1 training site.
PROPOSED NEW REQUIREMENT	<ul style="list-style-type: none"> Recommended to complete training in at least 2 different accredited training settings. Complete 36 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.



ENTRY CRITERIA AND ATTRIBUTES

Summary of entry criteria and attributes that prospective occupational and environmental medicine trainees must meet.

Entry attributes

Prospective trainees can demonstrate:

- a commitment and capability to pursue a career as a physician in Occupational and Environmental Medicine
- the ability and willingness to achieve the common learning goals for training in Occupational and Environmental Medicine
 - team leadership
 - supervision and teaching
 - the professional behaviours, as outlined in the Competencies
- ability to clinically manage common disorders including treatment and counselling
- proficient written and verbal communication
- application of ethical behaviour in professional practice
- ability to judge the worth of new information.

Entry criteria

- 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 practicing certificate if applying in Aotearoa New Zealand.
- A training position in an RACP-accredited training position of employment that requires on average a minimum of 20 hours of occupational and environmental medicine practice per week.
- Have completed at least 2 full-time years of postgraduate general clinical experience
- Have applied for (with the intent of enrolling in and continuing) or completed an appropriate postgraduate course at diploma level or higher in occupational and environmental health or a related field deemed appropriate by the Faculty Training Committee — see [postgraduate qualification guidelines](#).
- Have reached an agreement with an occupational and environmental medicine Fellow to be the Educational Supervisor and have this approved by the regional Training Program Director.

LEARNING PROGRAM

Summary of proposed changes

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

CURRENT REQUIREMENT	1 Learning Needs Analysis per 6 months
PROPOSED NEW REQUIREMENT	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.

CURRENT REQUIREMENT	<ul style="list-style-type: none"> • RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, by the end of Advanced Training • 1 RACP Supervisor Professional Development workshop, by the end of Advanced Training • Advanced Life Support course (by the end of Stage A)
PROPOSED NEW REQUIREMENT	<ul style="list-style-type: none"> • RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, by the end of Advanced Training • RACP Orientation to Advanced Training resource (within the first six months of Advanced Training) • RACP Health Policy, Systems and Advocacy resource (recommended completion before the Transition to Fellowship phase) • RACP Supervisor Professional Development Program, by the end of Advanced Training • Advanced Life Support course (by the end of Foundation Phase)

RECOMMENDED LEARNING ACTIVITIES

Summary of proposed changes

- Recommended courses to be completed during Advanced Training if not completed during Basic Training.

PROPOSED NEW REQUIREMENT	<ul style="list-style-type: none"> • RACP Communication skills resource** (recommended completion before the specialty consolidation phase.) • RACP Ethics and Professional Behaviour resource** (recommended completion before the specialty consolidation phase.) • RACP Leadership, Management, and Teamwork resource** (recommended completion before the specialty consolidation phase.) <p>**Required in the new Basic Training programs. Not required to be repeated if already completed in Basic Training</p>
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TEACHING PROGRAM

Summary of proposed changes

- Remove optional Stage C trainee, who assists the Educational Supervisor
- Addition of a recommended second supervisor who is a Fellow of AFOEM
- Introduction of Progress Review Panels

CURRENT REQUIREMENT

- 1 x Regional Training Program Director
- 1 x Educational Supervisor, who is a Fellow of the AFOEM or an occupational and environmental medicine specialist
- 1 x Stage C trainee, who assists the Educational Supervisor (optional) for Stage A and Stage B

PROPOSED NEW REQUIREMENT

- **1 individuals for the role of Education Supervisor** who is a Fellow of the AFOEM
 - A second supervisor who is a Fellow of AFOEM (recommended)
- 1 Regional Training Program Director
- **1 x RACP training committee** to act as a **Progress Review Panel**
- **1 x individual for the role of Research Project Supervisor** (may or may not be the Education Supervisor).

ASSESSMENT PROGRAM

Summary of proposed changes

- Remove Stage A Written Examination
- Remove PREP assessments, Training Status Report, Logbook and Written Communication Portfolio as the breadth of assessment from these tools will be captured via the Observation and Learning captures.

CURRENT REQUIREMENT

- 1 Training Status Report per 6 months
- 1 Weekly Case Type Logbook for a 3 month period after commencing a new position
- 2 Mini-clinical Evaluation Exercises per 6 months
- 1 Professional Qualities Reflection per 6 months
- 1 Case-based Discussion and Report per 6 months
- 1 Direct Observation of Field Skills and Report
- Written Communication Portfolio
- Ramazzini Presentation
- 1 Research project
- Stage A Written Examination
- Stage B Written Examination
- Stage B Practical Examination

PROPOSED NEW REQUIREMENT

- 12 Observation captures per year
- 12 Learning captures per year
- 4 Progress reports
- 1 Research project
- Ramazzini Presentation
- Stage B Written Examination*
- Stage B Practical Examination

LEARNING ACTIVITIES

Summary of proposed changes

- No change

CURRENT LEARNING ACTIVITIES

- **3** Regional Training Meeting attendance per 6 months
- **1** Regional Training Meeting presentation per 6 months
- Annual Training Meeting attendance
- graduate diploma or higher in a relevant university course, completed prior to taking your Stage B Examinations.

PROPOSED LEARNING ACTIVITIES

- **3** Regional Training Meeting attendance per 6 months
- **1** Regional Training Meeting presentation per 6 months
- Annual Training Meeting attendance
- graduate diploma or higher in a relevant university course, completed prior to taking your Stage B Examinations.

*Trainees will have completed the following prior to undertaking the Stage B written examination:

- graduate diploma or higher in a relevant university course
- at least 18 months FTE of OEM training

Trainees must pass both Stage B written and practical exams to progress to Transition to Fellowship phase

LTA STRUCTURE



E Entry decision **P** Progress decision **C** Completion decision

- 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
Entrustable Professional Activities (EPAs)	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
Knowledge guides	Has heard of some of the topics in this knowledge guide that underpin patient care (<i>heard of</i>)	Knows the topics and concepts in this knowledge guide that underpin patient care (<i>knows</i>)	Knows how to apply the knowledge in this knowledge guide to patient care (<i>knows how</i>)	Frequently shows they can apply knowledge in this knowledge guide to patient care (<i>shows how</i>)	Consistently applies sound knowledge in this knowledge guide to patient care (<i>does</i>)
Professional Behaviours (competencies)	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
Be	Learning goals			
	1. Professional behaviours	Level 5	Level 5	Level 5
Do (work tasks)	2. Team leadership: Lead a team of health professionals	Level 2	Level 4	Level 5
	3. Supervision and teaching: Supervise and teach professional colleagues	Level 2	Level 4	Level 5
	4. Quality improvement: Identify and address quality systems in health care delivery and workplaces	Level 3	Level 4	Level 5
	5. Clinical assessment, investigation and management: Clinically assess, investigate and manage the ongoing care of patients	Level 3	Level 4	Level 5
	6. Management of transitions in care: Manage the transition of patient care between health professionals, providers, and contexts	Level 3	Level 4	Level 5
	7. Communication with patients, communities, third parties and other stakeholders: Communicate with a range of stakeholders, including patients, communities, professional bodies, businesses, health administration, insurers and employers	Level 3	Level 4	Level 5
	8. Analysis and application of data: Research within the workplace and environment	Level 2	Level 4	Level 5
	9. Occupational and environmental screening, surveillance and investigations: Select, organise, and interpret screening, surveillance and diagnostic investigations	Level 2	Level 3	Level 5
	10. Hazard identification and risk assessment: Workplace and environmental hazard assessment	Level 2	Level 4	Level 5
	11. Fitness for work assessment: Assess patients' ability to return to work	Level 3	Level 4	Level 5
	Know (Knowledge Guides)	12. Key clinical systems of occupational and environmental medicine	Level 2	Level 4
13. Health promotion and illness prevention	Level 2	Level 4	Level 5	
14. Hazard recognition, evaluation and control of risk	Level 2	Level 4	Level 5	
15. Policy development and workplace relations	Level 2	Level 4	Level 5	
16. Business continuity, disaster preparedness and emergency management	Level 2	Level 4	Level 5	
17. Environmental issues in occupational and environmental medicine	Level 2	Level 4	Level 5	
18. Occupational health and safety, and law	Level 2	Level 4	Level 5	
19. Epidemiology and causation	Level 2	Level 4	Level 5	