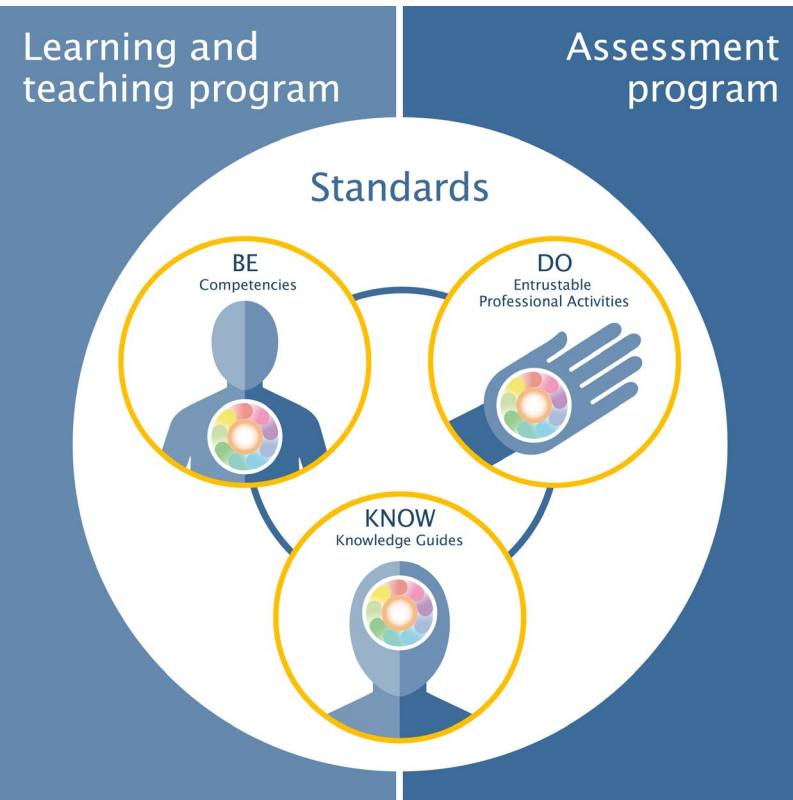




CURRICULUM STANDARDS

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.



PALLIATIVE MEDICINE LEARNING GOALS

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment and management 6. Management of transitions in care settings 7. Manage acute changes in clinical condition 8. Communication with patients 9. Prescribing 10. Procedures 11. Investigations 12. Clinic and community management 13. End-of-life care
KNOW	14. Pain 15. Managing other symptoms and complications of cancer 16. Cancer and its treatment 17. Acute conditions and palliative care emergencies 18. Managing comorbidities in palliative care 19. Non-malignant, progressive life-limiting conditions 20. Comprehensive end-of-life care

LEARNING, TEACHING AND ASSESSMENT*

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

ENTRY CRITERIA

- General medical registration
 - An Advanced Training position
- AND
- Completed RACP Basic Training, including the Written and Clinical Examinations; or
 - Holds a Fellowship from an [eligible medical college](#)

PROFESSIONAL EXPERIENCE

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

LEARNING PROGRAM

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

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 who is a Fellow of the RACP or AChPM in palliative medicine)
- 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

BE

Competencies are statements of professional behaviours, values and practices

DO

Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training

KNOW

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.

Find out more

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

