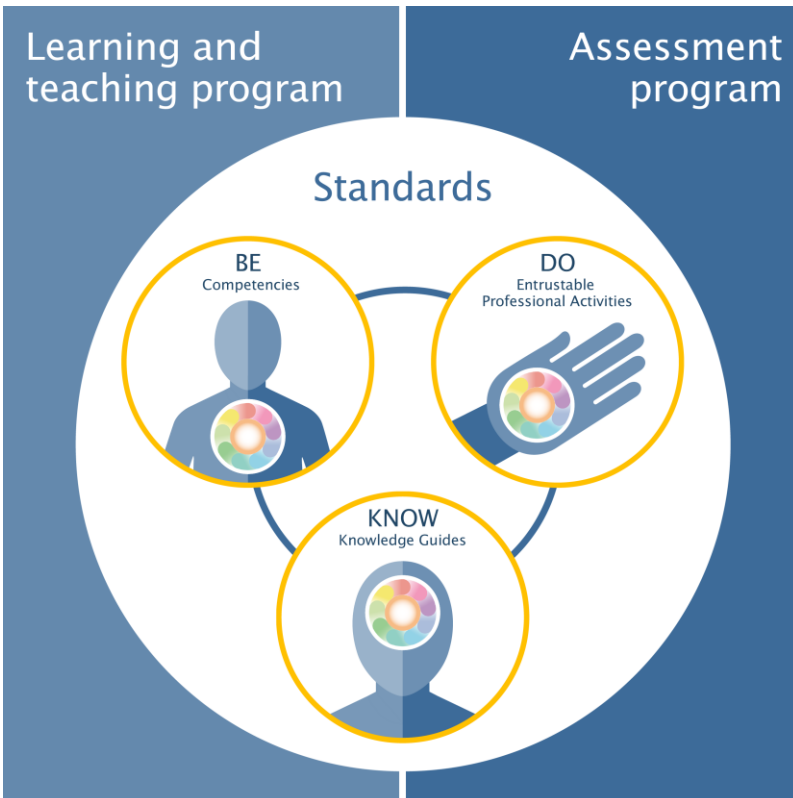




## CURRICULUM STANDARDS

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.



## Respiratory Medicine LEARNING GOALS

- |             |  |
|-------------|--|
| <b>BE</b>   | 1. Professional behaviours   |
| <b>DO</b>   | 2. Team leadership<br>3. Supervision and teaching<br>4. Quality improvement<br>5. Clinical assessment and management<br>6. Management of transitions in care<br>7. Acute care<br>8. Longitudinal care<br>9. Communication with patients<br>10. Prescribing<br>11. Procedures<br>12. Investigations<br>13. Clinic management<br>14. Palliative care |
| <b>KNOW</b> | 15. Scientific foundations of respiratory medicine<br>16. Acute respiratory care<br>17. Chronic respiratory care<br>18. Thoracic tumours, including mediastinal diseases<br>19. Pleural disorders<br>20. Respiratory failure, including sleep disordered breathing   |

## 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.

### LEARNING PROGRAM

- Induction to Advanced Training (online)
- Health Policy, Systems and Advocacy (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- 3 TSANZ procedural competency courses
- 1 national or international scientific meeting
- Logbook (recommended)

### TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 of whom is a Fellow of the RACP in Respiratory 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](mailto:Curriculum@racp.edu.au)
- phone +61 2 8076 6390

