About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Training in Occupational and Environmental Medicine (OEM) Program. Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2019–20 Program requirement updates

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice. It is the trainee’s responsibility to ensure that they are following the correct handbook.

<table>
<thead>
<tr>
<th>Changes to program requirements for 2019–20</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eligibility</strong></td>
<td>To reflect that FACRRM training is largely equivalent to FRACGP training.</td>
</tr>
<tr>
<td>Addition of FACRRM as a relevant Fellowship for eligibility to entry at Stage B.</td>
<td></td>
</tr>
<tr>
<td><strong>Case-Based Discussion Report</strong></td>
<td>To provide trainees with a structured opportunity to develop their writing and communication skills.</td>
</tr>
<tr>
<td>New requirement. Trainees will now write up reports based on their Case-Based Discussions and go over these reports with their supervisor for feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Direct Observation of Field Skills Report</strong></td>
<td>To provide trainees with a structured opportunity to develop their writing and communication skills.</td>
</tr>
<tr>
<td>New requirement. Trainees will now write up reports based on their Direct Observation of Field Skills and go over these reports with their supervisor for feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Examinations</strong></td>
<td>To align with College-wide examination attempt limits.</td>
</tr>
<tr>
<td>Exam attempt limit changed to 3 attempts for trainees who commenced training from 2019 onwards. All attempts must still be within ten years of commencing training.</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Training Research Project and Ramazzini Presentation</strong></td>
<td>To increase flexibility for trainees.</td>
</tr>
<tr>
<td>Both can now be completed any time over the course of training.</td>
<td></td>
</tr>
<tr>
<td>Change in submission date – now due by 31 January the year trainees plan to undertake their Ramazzini Presentation.</td>
<td></td>
</tr>
<tr>
<td>Research Projects may also be submitted during a period of interruption. Eligibility to undertake Ramazzini Presentation changed to “research project must be submitted by 31 January the year the presentation is to be undertaken”.</td>
<td></td>
</tr>
</tbody>
</table>
# Table of contents

About the 2019–20 handbook ........................................................................................................... 2  
2019–20 Program requirement updates ....................................................................................... 2

Program overview ....................................................................................................................... 5

Quick links .................................................................................................................................... 5

Learning and assessment tool forms ........................................................................................... 5

Apply for Advanced Training ....................................................................................................... 7  
How to Apply ............................................................................................................................... 8
Remote Area Trainees .................................................................................................................. 8

College training program resources .......................................................................................... 10  
Curricula ..................................................................................................................................... 10
OEMTraining Portal ..................................................................................................................... 10
Education policies ...................................................................................................................... 10
Variations in training and flexible training options ................................................................. 10
Trainee responsibilities ............................................................................................................. 10
Supervisor roles and responsibilities ..................................................................................... 10
eLearning@RACP ....................................................................................................................... 10
Admission to Fellowship ........................................................................................................... 11

Program requirements .............................................................................................................. 12  
Program requirements overview ........................................................................................... 13
Time-based requirements - Training time and rotations .......................................................... 14
Supervision requirements ......................................................................................................... 14

Work-based learning and assessment tools ............................................................................. 15  
Advanced Life Support course or equivalent ........................................................................ 15
Annual Training Meetings ....................................................................................................... 15
Case-based Discussion (CbD) .................................................................................................... 16
Case-based Discussion Report (CbDR) ..................................................................................... 16
Direct Observation of Field Skills (DOFS) ............................................................................... 16
Direct Observation of Field Skills Report (DOFSR) .............................................................. 17
Educative role .......................................................................................................................... 17
Ethics Guidelines ..................................................................................................................... 17
Learning Needs Analysis (LNA) .............................................................................................. 17
Mini-Clinical Evaluation Exercise (mini-CEX) ..................................................................... 18
Professional Qualities Reflection (PQR) .................................................................................. 18
Regional training meetings ....................................................................................................... 18
Training Status Report ............................................................................................................ 19
University course ..................................................................................................................... 19
Written Communication Portfolio................................................................. 20

Research requirements .................................................................................. 21
  Research Project and Ramazzini Presentation ........................................... 21

Examinations ................................................................................................. 22
  Stage A and B Examinations Overview ...................................................... 22
  Stage A – Written Examination .................................................................. 22
  Stage B – Written and Practical Examinations ......................................... 23

Important dates ............................................................................................ 24

More information ........................................................................................ 25
  RACP policies .............................................................................................. 25
  RACP initiatives .......................................................................................... 25
  Useful contacts ............................................................................................ 25
Occupational and Environmental Medicine

Occupational Medicine takes a preventative approach to health and safety in the workplace by looking at how a work environment can affect a person’s health, and how a person’s health can affect their work.

Environmental Medicine is primarily concerned with the human health impacts of industrial practices on the broader environment outside of the industrial site.

Program overview

Advanced Training provides a ‘depth’ of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

<table>
<thead>
<tr>
<th>Program</th>
<th>Training in Occupational and Environmental Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Faculty Training Committee in Occupational and Environmental Medicine (FTC)</td>
</tr>
</tbody>
</table>
| Entry requirements | • Current medical registration  
 • At least two years of postgraduate general clinical experience  
 • Application to or completion of appropriate postgraduate study  
 • Employment in an accredited position (minimum of 20 hours per week of OEM practice)  
 • Confirmation of a suitable Educational Supervisor |
| Minimum duration | 3.5 years (full-time equivalent (FTE)) |
| Curricula | • Download the Occupational and Environmental Medicine Training Curriculum (PDF 1MB)  
 • Download the Professional Qualities Curriculum (PDF 1MB) |
| Qualification | Fellowship of the Australasian Faculty of Occupational and Environmental Medicine (FAFOEM) |

Quick links

• Apply or re-register  
• Program requirements overview  
• Important dates  
• OEM Training Portal  
• Accredited training sites  
• Supervision  

• Download the Advanced Training supervisor amendment form (DOC 153KB)  
• Download the Advanced Training interruption of training form (DOC 1.1MB)  
• Membership fees (including training fees) |

Learning and assessment tool forms

Summative Assessments

• Download the Occupational and Environmental Medicine Training Status Report Form (PDF 276KB)  
• Download the Occupational and Environmental Medicine Training Status Report Form (DOC 136KB)  
• Download the Occupational and Environmental Medicine Written Communication Portfolio Cover Sheet (PDF 118KB)  
• Download the Occupational and Environmental Medicine Guidance for trainees on Ramazzini Presentations (PDF 17KB)
Trainee Presentation

- Download the Occupational and Environmental Medicine Trainee Presentation Feedback Form (PDF 76 KB) (not compulsory)

Contact us

Phone: +61 2 8247 6268
Email: OccEnvMed@racp.edu.au
Apply for Advanced Training

Entering the program
The OEM Training Program has a Basic Stage (Stage A) and two Advanced Stages (Stages B and C). Entry to the OEM Training Program may occur at the beginning of the Basic Stage (Stage A) or at the beginning of the first Advanced Stage (Stage B).

Eligibility to enter the training program at Stage A
The applicant must meet all of the following basic entry criteria to be accepted to enter the OEM Training Program as a Stage A trainee, with commencement of training on 1 January or 1 July each year.

To apply for Stage A trainees must have:
- General medical registration with the Medical Board of Australia if undertaking training in Australia, or medical registration with general scope of practice with the Medical Council of New Zealand if undertaking training in New Zealand.
- completed at least two full-time years of postgraduate general clinical experience
- applied for (with the intent of enrolling in and continuing), or completed an appropriate postgraduate course at diploma level or above in occupational and environmental health or a related field deemed appropriate by the overseeing committee
- an accredited position of employment that requires on average no less than 20 hours of occupational and environmental medicine practice per week
- reached an agreement with an OEM Fellow to be Educational Supervisor, and have had this approved by the relevant Training Program Director (TPD).

Eligibility to enter the training program at Stage B
To be eligible to enter the training program at Stage B, the applicant must meet the basic entry requirements and provide adequate evidence of comparable abilities or achievements (below) for consideration by the overseeing committee.

- must have completed an Advanced Life Support (ALS) course and provided a certificate of completion to the Faculty office, and
- have completed Stage A of the OEM Training Program as evidenced by fulfilment of all the assessment requirements; or
- must have completed RACP Basic Training and passed the RACP written and clinical examinations; or
- must have completed Modules 1 and 2 of the training course of the Australasian Faculty of Rehabilitation Medicine; or
- must hold Fellowship of the Royal Australian College of General Practitioners; or
- must hold Fellowship of the Royal New Zealand College of General Practitioners; or
- must hold Fellowship of the College of Rural and Remote Medicine (FACRRM) (applicable from 31 March 2019 application round).

The allocation of a trainee to a stage depends upon the criteria that they meet. It does not directly or necessarily relate to the nature of the work that they do or to the learning objectives that they add to their learning plan. For example, a trainee in Stage A is likely to undertake certain work or to attend a course that advances his or her knowledge or skills to the standard of Stage B. Such overlap is a natural consequence of the opportunistic nature of learning in this specialty. Thus, trainees are allocated to a single stage. A trainee in Stage A is one who is yet to satisfy the criteria for entry to Stage B. A trainee in Stage A may indeed add a small number of Stage B learning objectives to his or her six-monthly learning plan, depending on experiences anticipated in the ensuing half-year.
Application for entry to the training program

Applicants who meet the above criteria and who wish to join the OEM training program must complete an application form. Before submitting the application, applicants must consult with the TPD, who will act as a point of contact and provide assistance with the application process. Applications for entry are assessed and considered by the overseeing committee. Whilst it is the responsibility of the applicant to find a suitable Educational Supervisor, the TPD may assist the applicant in this process.

Applicants are responsible for submitting the completed and TPD-endorsed application form and required documentation to the RACP by the specified closing dates. If any part of the application is incomplete, the whole application will be returned to the applicant for completion and resubmission. Resubmitted applications may not be assessed by the overseeing committee until their next scheduled meeting.

Successful applicants will be sent confirmation of enrolment in the training program and instructions on payment of training fees. If the application is unsuccessful, a letter of explanation will be sent to the applicant.

How to Apply

To apply for the OEM training program please contact the TPD in your state / region for an initial assessment of your suitability and download, complete and submit the Occupational and Environmental Medicine training program application form (DOC 396KB).

Current trainees need to apply for approval of training each year. Please download, complete and submit the Occupational and Environmental Medicine Annual Prospective Training Application form (DOC 293KB) to re-register for training in OEM.

Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required fees.

Closing dates for Application for Admission to the OEM Training Program

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 September</td>
<td>Closing date for applications for commencement on 1 January</td>
</tr>
<tr>
<td>31 March</td>
<td>Closing date for applications for commencement on 1 July</td>
</tr>
</tbody>
</table>

Closing dates for Application for Annual Registration and payment

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 February</td>
<td>Closing date for trainees who commenced 1 January</td>
</tr>
<tr>
<td>31 August</td>
<td>Closing date for trainees who commenced 1 July</td>
</tr>
</tbody>
</table>

Application for approval of RACP training programs

A list of accredited training settings for the OEM training program can be found here. If an applicant to the program or a trainee wishes to train in an unaccredited setting, their place of employment must submit an Accreditation Assessment Form for review.

Remote Area Trainees

Remote Area Trainees (RATs) are those trainees who, because of the isolation of their place of employment, are unable to attend regular face-to-face regional training meetings. Regular training meetings via electronic media are managed by the TPD. Remote trainees are expected to fund their own involvement in such teleconferences.

The provision of electronic training components such as the Learning Needs Analysis and the OEM Training Portal, as well as periodical educational sessions will assist trainees, Educational Supervisors and the TPD to establish progress with learning. Since RATs are no longer isolated from learning and educational opportunities, a trainee can only be considered a RAT in exceptional circumstances.

In order for a trainee to satisfy the criteria for becoming and remaining a RAT, they must:

- clearly articulate the reason for becoming a RAT
- prove that their work is outside of Australasia (e.g. on military deployment) or, if within Australia or New Zealand, that their work is at least five hours road journey from a major city
• have a current Educational Supervisor
• have a current learning plan
• be endorsed by the TPD.

RATs are required to complete all aspects of the training program like other trainees and have regular contact with their Educational Supervisor. RATs must participate in the scheduled teleconferences or videoconferences. No trainee should remain a RAT longer than necessary.

**Defence trainees**
Trainees employed by the Defence forces may face similar challenges to that of Remote Area Trainees, hence a dedicated OEM Defence TPD role has now been established.

**Workplace guidelines**
Once a trainee has found employment, the position must be accredited by the Faculty Training Committee as a suitable training position. Ideally, training positions should meet the following criteria:

- Trainees should gain some experience across all domains of the curriculum during training. For example, access to ‘patients’ from a wide range of employment (e.g. manufacturing industry, mining, small industry, office workers, outside workers, etc.); access to varied consults (e.g. patient treatment, workplace assessments, health surveillance and supervision of vocational rehabilitation, etc.); independent medical opinions on issues such as a worker’s fitness to perform certain work duties; the work-relatedness of a worker’s condition; worker impairment assessments; advice to companies on issues such as illness or injury prevention strategies, or the management of sickness absence.

- Trainees should gain exposure to a wide range of clinical, preventive and population-based aspects of occupational medicine, e.g. chronic musculoskeletal problems, psychological cases, acute injury, noise-induced hearing loss, respiratory conditions, pesticide exposure and heavy metal exposure. However, a single position is most unlikely to meet all the requirements for professional development to consultant level. This may require a change in jobs, incorporating new activities into an existing position, arranging a short-term secondment to a new area, or undertaking specific course work. Positions in industry, government, the Defence forces, academia or consulting practice should all be considered.

- In a six-month training period, a fully active trainee should be able to reach no fewer than five learning objectives of the OEM Training Curriculum simply from his or her actual practice at work in occupational and environmental medicine, with further learning objectives reached during that time by university study, attendance at meetings, etc.

- Where trainees are active in the training program, they should be able to complete all requirements of the program, i.e. participate in sufficient regional training meetings and face-to-face or online review meetings with their Educational Supervisor, be fully financial, submit six-monthly online learning plans and the required Training Status Reports, and complete all applicable formative assessments in a timely way.

- A maximum of one year of full-time research may be approved as a training position.
College training program resources
This handbook should be used alongside the following resources.

Curricula
RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- Download the Occupational and Environmental Medicine Advanced Training Curriculum (PDF 1MB).
- Download the Professional Qualities Curriculum (PDF 1MB)

OEM Training Portal
Resources for many of the requirements of this training program can be accessed through the OEM Training Portal.

These include:
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- online teaching and learning and formative assessment tools

Education policies
Education policies underpin all training requirements.

Key education policies include the following:
- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

Variations in training and flexible training options
Variations in training processes cover dual, joint, conjoint and post-fellowship training.
Flexible training option information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities
All trainees are adult learners who must understand trainee responsibilities and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their Education Officer and the Training Support Unit.

The Training Support Unit has Resources for trainees covering topics including learning support and mentoring.

Supervisor roles and responsibilities
Supervision in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs supervisor workshops to help develop required skills for this role.

eLearning@RACP
eLearning@RACP is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical
colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

**Admission to Fellowship**

Trainees are eligible to be admitted to Fellowship of the Faculty on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

New Fellows will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, individuals who complete training are issued a letter confirming the completion of their training. Fellows who complete another training program subsequent to admission to Fellowship receive a letter confirming all of the RACP training programs that they have completed.

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a [Continuing Professional Development (CPD) program](#).
Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion.

Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of rotations, course work and other requirements, such as minimum overall duration of training.

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice.

It is the trainee’s responsibility to ensure that they are following the correct handbook and are aware of the current program requirements. They must also ensure that they are familiar with current RACP education policies and processes, such as those for dual trainees.
## Program requirements overview

<table>
<thead>
<tr>
<th>Stage A</th>
<th>Stage B</th>
<th>Stage C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The basics</td>
<td>Learning the ropes</td>
<td>Approaching consultancy</td>
</tr>
<tr>
<td>(minimum 12 months)</td>
<td>(minimum 24 months)</td>
<td>(minimum 6 months)</td>
</tr>
</tbody>
</table>

### Content
- Occupational and Environmental Medicine Training Curriculum
- Professional Qualities Curriculum

### Supervision
- 1 TPD for the relevant state/region/scheme
- 1 Educational Supervisor* (either FAFOEM or Specialist in Occupational and Environmental Medicine)
- A Stage C trainee assisting the Educational Supervisor (not compulsory)

### Teaching and learning requirements
- Participation in relevant tertiary qualifications
- Continued employment for a minimum of 20 hours of OEM practice per week in an accredited setting.

**Per 6-month period:**
- 1 Learning Needs Analysis (including self-evaluation)
- 1 Training Status Report
- Attend a minimum of 3 regional training meetings

### Assessment
- 2 mini-Clinical Evaluation Exercises
- Present at a minimum of 1 regional training meeting

**Per 6-month period:**
- 1 mini-Clinical Evaluation Exercise
- 1 Direct Observation of Field Skills (required) and Report (recommended)
- 1 Case-based Discussion (required) and Report (recommended)
- Present at a minimum of 1 regional training meeting

### To conclude Stage A
- Written Examination
- Advanced Life Support course

### To conclude Stage B
- Complete relevant tertiary qualifications
- Written Examination
- Practical Examination

### To conclude Stage C
- Research Project^*^
- Ramazzini presentation^*^
- Written communications portfolio
- Attend 2 Annual Training Meetings^*^

---

* A Stage C trainee can be nominated to assist the Educational Supervisor as a mentor/guide for Stage A and Stage B trainees.
** A Stage C trainee cannot be an assessor for a Stage C trainee.
^ if not previously completed.
### Time-based requirements - Training time and rotations

**Purpose**
To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

**Total training time**
3.5 years (42 months FTE)
The OEM Training Program is competency-based and focused on achievement of learning rather than on time spent in the program. Consequently, the average duration of training has not been specified, although training must be completed within a maximum 10-year time period. Trainees must also have completed the teaching and learning activities and the formative assessments for a minimum of one training period (i.e. a total of six months) in Stage A before they may sit the summative examination that concludes Stage A, and a minimum of three training periods (i.e. a total of 18 months) in Stage B before they may sit either of the summative examinations that conclude Stage B.

**Training periods**
- Stage A – minimum 12 months
- Stage B – minimum 24 months
- Stage C – minimum 6 months

Time spent in Stage A will depend on a trainee’s previous learning and experience, and their proven readiness to enter Stage B of the training program. No firm time period has been placed against each stage, although as a minimum, we anticipate that Stage B will take two years and Stage C will take six months.

**Other requirements**
All trainees are required to be in an accredited position for training.

It is strongly recommended that trainees complete their training at more than one training site. From 2016, new trainees are required to have continued employment in a role that normally involves working predominantly in occupational and environmental medicine for an average minimum of 20 hours per week. Trainees should note that this minimum requirement is covered by the full-time and part-time training guidelines laid out in the Flexible Training policy. Trainees who are unable to meet the required minimum must submit an application for consideration of exceptional circumstances with their OEM Annual Prospective Training Application for review by the overseeing committee.

### Supervision requirements

**Purpose**
To provide trainees with appropriate support and guidance to complete the training program.

**Requirement**
- 1 TPD for the relevant state/region/scheme
- 1 Educational Supervisor (either FAFOEM or Specialist in Occupational and Environmental Medicine)
- 1 Stage C trainee assisting the Educational Supervisor (recommended but not required – for Stages A and B only)

**More information**
- Supervision
- Download the Advanced Training supervisor amendment form (DOC 153KB)
Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College’s formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee’s performance. The College’s formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

Summative assessments focus on judgements about trainee progression, resulting in pass or fail decisions on a trainee’s performance.

### Advanced Life Support course or equivalent

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide trainees with the necessary skills and guidelines to support patients requiring resuscitation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>One over the course of training (Stage A). ALS1 is the minimum requirement. All trainees commencing on or after July 2012 must arrange to undertake an Advanced Life Support (ALS) course early in their training. This forms part of a College-wide requirement. Such courses are run by external agencies. Certified proof of completion of the ALS course is to be submitted prior to trainees attempting the examinations (Stage A). Retrospective approval of a previously completed ALS course will be granted, if the course was completed no longer than 24 months prior to the start date of the relevant training period. Documentary evidence must be provided.</td>
</tr>
</tbody>
</table>

### Annual Training Meetings

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide trainees with a forum to network with other trainees and Fellows, and to complement their workplace and postgraduate qualification learning with an intensive three-day event designed specifically for RACP OEM trainees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>Attend two Annual Training Meetings over the course of training. These are run as an ancillary event to RACP Congress, usually held in May.</td>
</tr>
<tr>
<td>More information</td>
<td>• <a href="#">RACP Events</a></td>
</tr>
</tbody>
</table>

2019–20 PREP Training in Occupational and Environmental Medicine Program Requirements Handbook
Case-based Discussion (CbD)

**Purpose**
To provide trainees with a structured opportunity to develop their writing and communication skills. This is a formative assessment.

**Requirement**
Two per training year, one per six-month training period due by 30 June for the January-June training period, and 31 December for the July-December training period. (Stages B and C)

**More information**
- Enter CbD rating form data into the OEM Training Portal
- Case-based Discussion information sheet, workflow, rating form and other resources

Case-based Discussion Report (CbDR)

**Purpose**
To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases.

**Requirement**
- One report per Case-Based Discussion (recommended for Stage B)
- One report per Case-Based Discussion (required for Stage C)
Trainees are required to submit the report with their Training Status Report (TSR) by 31 July for the January-June training period, and 31 January for the July-December training period in Stages B and C.
The CbDR does not have a prescribed format or word limit. Trainees should seek advice from their supervisor regarding appropriate presentation.

Direct Observation of Field Skills (DOFS)

**Purpose**
To evaluate a trainee’s competency in purposeful evaluation of a workplace or environmental setting.

**Requirement**
Two per training year, one per six-month training period due by 30 June for the January-June training period, and 31 December for the July-December training period (Stages B and C)
A workstation assessment, workplace walk-through, environmental site appraisal or workplace educational presentation (e.g. a ‘toolbox talk’) is performed by a trainee. An assessor observes and rates the process on a standard form and provides on-the-spot feedback. If the assessor is remote from the trainee, use of a head camera and electronic transmission of images may be an option.
The Direct Observation of Field Skills will be of greatest value to learning if a trainee uses different workplaces or environmental situations for each of these encounters.

**More information**
- Enter DOFS rating form data into the OEM Training Portal
- Direct Observation of Field Skills information sheet, workflow, rating form and other resources
Direct Observation of Field Skills Report (DOFSR)

**Purpose**
To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

**Requirement**
One report per Direct Observation of Field Skills (recommended for Stage B)
One report per Direct Observation of Field Skills (required for Stage C)
Trainees are required to submit the report with their Training Status Report (TSR) by 31 July for the January-June training period, and 31 January for the July-December training period in Stages B and C.
The DOFSR does not have a prescribed format or word limit. Trainees should seek advice from their supervisor regarding appropriate presentation.

Educative role

**Purpose**
Theme 63.3 of the OEM Training Curriculum is “Educator”. Its sole learning objective, transposed from the RACP Professional Qualities Curriculum, is to “recognise the importance of health education and the role of physician as a teacher to patients, other physicians and in the wider community, and develop the skills to undertake this role”. The ability to do this well is needed by any physician who seeks to influence others and is particularly acute in preventive medicine where third parties need persuasion.

**Requirement**
Performance of educative role during Stage C of training
As part of approaching consultancy, trainees are required to contribute to the learning of others. This may be through assisting the educational supervision of trainees in Stage A or B, interactive presentations at training meetings, via the planning committee for the Annual Training Meeting (ATM), or by teaching medical students in occupational and environmental medicine. Stage C trainees may be assessors for formative assessments for Stage A or B trainees.
Ideally, trainees will undertake this role prior to entering Stage C.

**More information**
- Contact your TPD

Ethics Guidelines

- Trainees are encouraged to review the Ethics Guidelines for Occupational and Environmental Physicians on an annual basis.

Learning Needs Analysis (LNA)

**Purpose**
To embed the process of planning and evaluating learning in the trainee’s practice.

**Requirement**
Two per year; one learning plan and one self-evaluation to be completed per six months (Stages A, B and C):
- Learning plan to be developed within two months of commencing training period
- Self-evaluation to be completed during the last two weeks of each training period
### Learning Needs Analysis (LNA)

**More information**
- Complete and submit the LNA via the [OEM Training Portal](#).
- [Learning Needs Analysis information sheet, workflow and other resources](#).

### Mini-Clinical Evaluation Exercise (mini-CEX)

**Purpose**
For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.

**Requirement**

**Stage A**
- Four per training year, two per six-month training period due by 30 June for the January-June training period, and 31 December for the July-December training period.

**Stage B**
- Two per training year, one per six-month training period due by 30 June for the January-June training period, and 31 December for the July-December training period.

**More information**
- Complete and submit the mini-CEX via the [OEM Training Portal](#).
- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#).

### Professional Qualities Reflection (PQR)

**Purpose**
To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

**Requirement**
Two per year, one per six-month period (Stages B and C) due by 30 June for the January-June training period, and 31 December for the July-December training period.

**More information**
- Complete and submit the PQR via the [OEM Training Portal](#).
- [Professional Qualities Reflection information sheet and workflow](#).

### Regional training meetings

**Purpose**
Regional training meetings are organised in all regions to provide a regular forum for trainees.

**Requirement**
Minimum attendance of three per six-month training period (with presentation at least once per six-month training period) (Stages A, B and C)

All trainees are required to attend a minimum of three regional training meetings per six-month training period (in person or by teleconference). Each trainee is required to present material at least once per six-month training period whilst enrolled in the training program.

Attendance/presentation at regional training meetings will be recorded as one meeting, regardless of the meeting’s length, except in exceptional circumstances when requested in writing to the TPD and approved by the overseeing committee.
Regional training meetings

Each meeting is usually chaired by a Faculty Fellow. Fellows, as well as trainees, are invited to regional training meetings and Educational Supervisors should attend when their trainee is presenting. This provides the opportunity for wider contact for the trainees, and support for the TPDs and Educational Supervisors. Fellows may present at the meetings, evaluate trainee presentations and raise matters for discussion or further consideration. Trainees are responsible for contacting the chair of the meeting to arrange their presentations.

Regional training meetings may include:

- presentation of case studies, inspections or worksite assessments (usually two or three per meeting, of 15–20 minutes duration) by both Fellows and trainees, followed by discussion and constructive feedback, depending on the nature of the case
- review/discussion of reports
- review of examination questions from previous OEM exam papers
- review of clinical skills
- discussion of Faculty documents
- journal club
- critical appraisal exercises
- worksite visits.

It is the responsibility of trainees to ensure that they have met the requirements concerning attendance and presentation. Trainees are expected to list their presentations in the six-monthly Training Status Report, learning plan and self-evaluation report according to relevant learning objectives.

More information
- Contact your TPD

Training Status Report

Purpose
To evaluate and provide feedback on the trainee’s progress, which informs the certification of training decision. This is a summative teaching and learning activity.

Requirement
One to be completed per six-month period, within one month of the conclusion of each training period due 31 July for the January-June training period and 31 January for the July-December training period (Stages A, B and C)

Educational Supervisors and TPDs should discuss the Training Status Report with their trainee prior to sign-off by all three parties.

More information
- Learning and assessment tool forms

University course

Purpose
To provide a foundation for and build on trainees’ knowledge of OEM to complement work-based learning.

Requirement
Completion of one relevant university course prior to taking the examination to conclude Stage B.

All trainees must complete an appropriate postgraduate course at diploma level or above in occupational and environmental health or a related field deemed appropriate by the overseeing...
### University course

Trainees are required to complete this course before taking the examination to conclude Stage B of training. Some trainees may need to take additional units of study beyond that required for a Graduate Diploma course, e.g. a unit of study on research methods.

Proof of completion of the relevant university course is required prior to the trainee being eligible to sit the examinations and progress to Stage C.

More information

The College does not produce a list of recommended courses. Rather, trainees are free to choose a course, with guidance from the information sheet on learning requirements to be sourced externally and their TPD and Educational Supervisor.

### Written Communication Portfolio

**Purpose**

To enable trainees to demonstrate the ability to organise and prioritise information, and adapt their written technique to communicate in an effective, concise and conventional way that is appropriate to the context.

**Requirement**

Submitted once to conclude Stage C (along with completion of research proposal, research project and Ramazzini abstract, and Ramazzini Presentation), due by 31 March (Stage C).

Trainees must submit a portfolio of written examples of typical reports that are used in specialist medical practice, to the stipulated word length, across the topics of workplace hazard assessment and medico-legal. These refer to the Stage C learning objectives within Domains 20, 50, 60, 70, 80 and 90 of the OEM Training Curriculum.

The reports must be recent (less than 12 months old), refer to actual situations, be of a style and quality that a client would pay to receive, and should be completed by eligible Stage C trainees only. Each of the two reports must be the original and exclusive work of the trainee. If a trainee is asked to resubmit one or both of their WCP reports, and one or both of those resubmissions still does not meet the requirements, then the trainee must submit an entirely new WCP, including both reports, in the next WCP round in March of the following year.

- The Written Communication Portfolio is a mandatory summative exit assessment for Stage C trainees and cannot be submitted until after a trainee has completed Stage B.
- All reports must be submitted with a completed cover sheet to the RACP by 31 March.
- Reports are judged on style, format, grammar, punctuation, compliance with word limit and medical/professional content.

More information

- The OEM Training Curriculum indicates the Stage C learning objectives that refer to Domains 20, 50, 60, 70, 80 and 90.
- [Written Communication Portfolio standard, presentation, submission, assessment and resubmission guidelines](#)
Research requirements

## Advanced Training Research Project and Ramazzini Presentation

### Purpose
To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

### Advanced Training Research Project

**Requirement**

One Advanced Training Research Project over the course of training due by 31 January in the year trainees plan to undertake the Ramazzini presentation.

Trainees are encouraged to commence the project during Stage B and to develop a written research proposal for discussion with and approval by the trainee’s Educational Supervisor prior to commencing research. The Advanced Training Research Project and Ramazzini Presentation can be undertaken whilst on interruption of training.

### More information
- [More information on Research Projects](#)
- [Research Projects eLearning@RACP module](#)
- [Education policies](#)

## Ramazzini Presentation and Prize

Once over the course of training due by the end of training.

The Ramazzini Prize is awarded annually at the RACP Congress. Trainees must formally present at the session for this prize at the RACP Congress, typically held in May, at least once during their training. Such presentation is a summative assessment requirement.

Prior to the RACP Congress, eligible trainees will be required to submit Ramazzini Presentation abstracts to the College by 31 January. Abstracts should be no longer than 250 words and in the correct format as advised in the Ramazzini guidelines. Trainees should refer to these guidelines, and not the RACP Congress Abstract guidelines. **Abstracts which are not in the required format will be returned to the trainee for amendment.**

For a trainee to be eligible to present at the RACP Congress, both the Advanced Training Research Project and Ramazzini Presentation abstract must be submitted by 31 January of the relevant year.

Presentations for the Ramazzini Prize will be no longer than 15 minutes, including time for questions. The prize will be judged by a panel of assessors.

### More information
- [Ramazzini planning, conduct and assessment protocols](#)
Examinations

Stage A and B Examinations Overview

Eligibility to take part in Stage A and B Examinations
Candidates are eligible to undertake summative assessments if, by the closing date, they:
• are eligible for certification of the preceding six-month training period as indicated by the timely submission of learning plans (including self-evaluation), formative assessments and Training Status Reports approved by the Educational Supervisor and TPD
• have submitted an appropriate application form where necessary before the applications closing date. It is the responsibility of the candidate to ensure that the application is lodged by the due date; no application will be accepted after this date
• are fully financial.
Trainees may attempt either or both Stage B Written and Practical Examinations in any year or order, subject to meeting the above eligibility requirements. However, any trainee who has entered the program at Stage A must complete that stage before attempting the summative assessments for Stage B.

Exam Attempt Limit

For trainees who commenced training before 2019
Trainees who are unable to complete the Stage A or Stage B Examinations within 5 attempts at each are not eligible to continue in training.

For trainees who commenced training from 2019 onwards
Trainees who are unable to complete the Stage A or Stage B Examinations within 3 attempts at each are not eligible to continue in training.

More information
• Download the Occupational and Environmental Medicine Training Curriculum (PDF 1MB) for learning objectives that refer to Stage A.
• Consult the Exams information and Candidate Instructions Manual on the College website

Stage A – Written Examination

Purpose
To determine whether a trainee’s knowledge in basic medicine and medical sciences is of the required level for progression to Stage B training. This is a summative assessment.

Requirement
Successful completion of Stage A written examination before progressing to Stage B

Eligibility
Trainees must meet the following criteria:
• be a Stage A trainee of the OEM training program
• have an Educational Supervisor
• have completed an ALS course and provided the RACP with certificate of completion. Submission of certified evidence of completion is required prior to trainees attempting the examinations for Stage A
• be currently registered and approved for the training term
• have certification of the most recent training period, i.e. all teaching and learning activities and formative assessments completed
• have completed a minimum of six months of active certified Stage A training (one training period)
• be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Stage A Written Examination unless they have made an application in writing to the Honorary Treasurer requesting special consideration.

More information
• Download the Occupational and Environmental Medicine Training Curriculum (PDF 1MB) for learning objectives that refer to Stage A.
• Consult the Exams information and Candidate Instructions Manual on the College website

Stage B – Written and Practical Examinations

Purpose
To test a trainee’s knowledge and clinical skills in Occupational and Environmental Medicine. These are summative assessments.

Requirement
Successful completion of one Stage B Written Examination and one Practical Examination before progressing to Stage C.

Eligibility
Trainees must meet the following criteria:
• be a Stage B trainee of the OEM training program
• have an Educational Supervisor
• be currently registered and approved for the training period
• have certification of the most recent training period, i.e. all teaching and learning activities and formative assessments completed
• have completed a minimum of 18 months of active certified Stage B training (three training periods)
• have completed the relevant University Graduate Diploma or equivalent and submitted the certificate to the Faculty prior to sitting the exam. Proof of completion of a relevant university course is required by the RACP prior to being accepted to sit the examinations.
• be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Stage B Written Examination unless they have made an application in writing to the Honorary Treasurer requesting special consideration.
• complete payment of examination fee by due date in order to guarantee a place at the examination.

More information
• Download the Occupational and Environmental Medicine Training Curriculum (PDF 1MB) for learning objectives that refer to Stage A
• Consult the Exams information and Candidate Instructions Manual on the College website
### Important dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
<th>Activities to be completed during this period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td>Previous year’s July–December Training Status Reports due including Case-based Discussion Report and Direct Observation of Field Skills Report (recommended Stage B, required Stage C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Training Research Project due for trainees undertaking the Ramazzini Presentation this year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ramazzini abstracts due for approval</td>
<td></td>
</tr>
<tr>
<td><strong>28 February</strong></td>
<td>January–June Learning Needs Analysis due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Prospective Training Application or Application for Interruption of Training due</td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Written Communication Portfolio for completion of Stage C due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-year intake – new trainee application submission due for 1 July start date</td>
<td></td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>Ramazzini presentations for eligible trainees</td>
<td></td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>January–June Learning Needs Analysis self-evaluation due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January- June formative assessments due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January – June Professional Qualities Reflection due</td>
<td></td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>January–June Training Status Reports due including Case-based Discussion Report and Direct Observation of Field Skills Report (recommended Stage B, required Stage C)</td>
<td>July–December Learning Needs Analysis due</td>
</tr>
<tr>
<td><strong>July - September</strong></td>
<td>Written Examinations conducted (Stage A and B) – refer to the Exams information on the college website</td>
<td></td>
</tr>
<tr>
<td><strong>August</strong></td>
<td>Annual Prospective Training Application due (for mid-year intake or trainees returning from interruption only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July–December Learning Needs Analysis due</td>
<td></td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Following year January intake – new trainee application submission due for 1 Jan start date</td>
<td>October - November Stage B Practical Examination conducted – refer to the Exams information on the college website</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Stage B Practical Examination conducted – refer to the Exams information on the college website</td>
<td></td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>July–December Learning Needs Analysis self-evaluation due</td>
<td>July–December formative assessments due</td>
</tr>
<tr>
<td></td>
<td>July-December formative assessments due</td>
<td>July–December  Professional Qualities Reflection due</td>
</tr>
</tbody>
</table>
More information

RACP policies
- Education policies
- Privacy Policy for Personal Information
- Code of Conduct and Working Together Policy

RACP initiatives
- Curated Collections are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- Evolve is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- Pomegranate Health Podcasts (Pomcast) is a monthly medical podcast created by physicians, for physicians.

Useful contacts

<table>
<thead>
<tr>
<th>Contact the College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
</tr>
<tr>
<td>First point of contact for general enquiries.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: 1300 MyRACP 1300 69 7227</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: 0508 MyRACP 0508 69 7227</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Useful contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Officers</strong></td>
</tr>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:OccEnvMed@racp.edu.au">OccEnvMed@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: +61 2 8247 6268</td>
</tr>
<tr>
<td><strong>Training Support</strong></td>
</tr>
<tr>
<td>The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: +61 2 9256 5457</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: +64 4 472 6713</td>
</tr>
<tr>
<td><strong>Supervisor Support</strong></td>
</tr>
<tr>
<td>The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
</tr>
<tr>
<td>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: +61 2 8076 6300</td>
</tr>
<tr>
<td><strong>College Trainees’ Committee</strong></td>
</tr>
<tr>
<td>The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
</tr>
<tr>
<td>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></td>
</tr>
<tr>
<td><strong>New Zealand Trainees’ Committee</strong></td>
</tr>
<tr>
<td>The New Zealand Trainees’ Committee represents and advocates on behalf of trainees.</td>
</tr>
<tr>
<td>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></td>
</tr>
</tbody>
</table>