

RACP curriculum model



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Curriculum model

Definition

A diagram or representation that depicts the structure and/or the components of the curriculum.

A curriculum model depicts the structure of the curriculum and promotes awareness of its components.

Over 2015-2016 the Curriculum Advisory Group refined a model for all College curricula. The College Education Committee approved the conceptual design of the RACP curriculum model in July 2016.

The model does not represent how the components are used by the trainee and the supervisor in the training program. The user experience will be depicted in a complementary graphic.

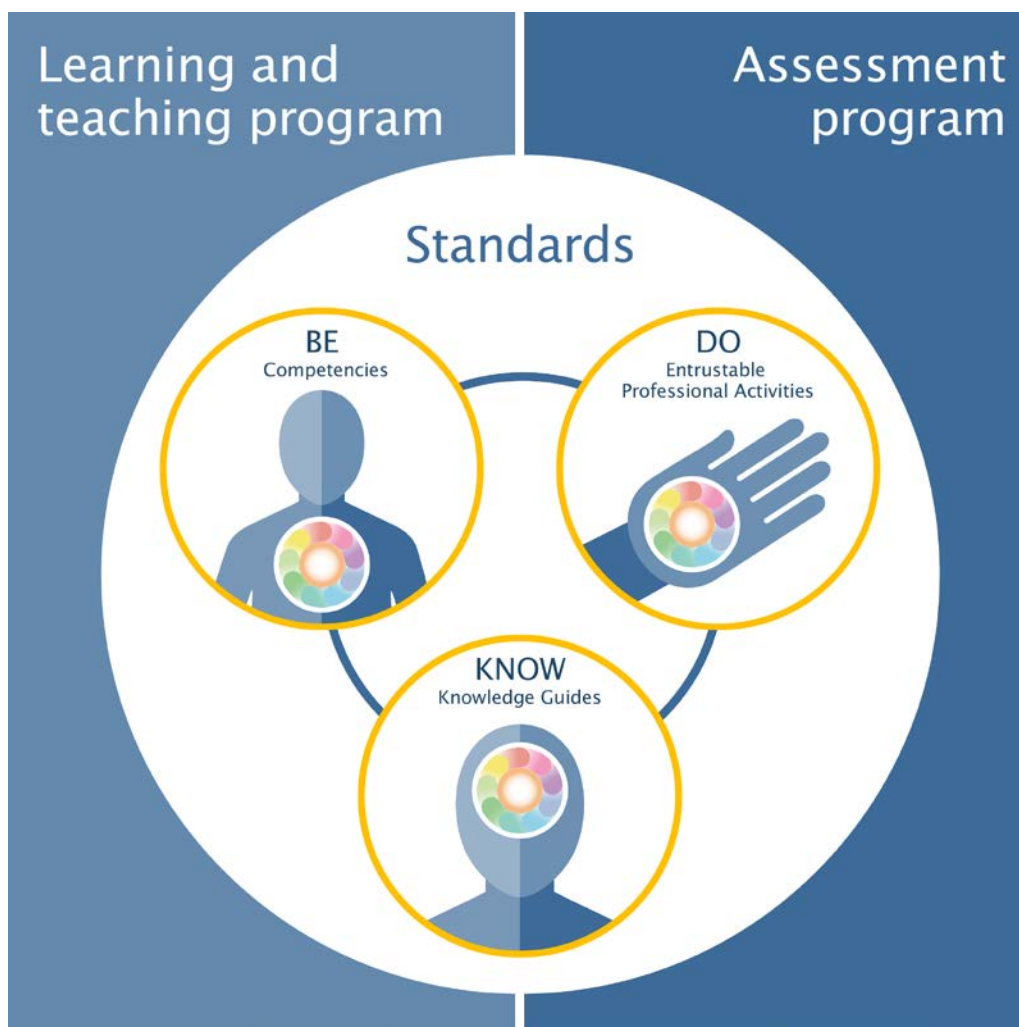


Figure 1 – RACP curriculum model

The curriculum model is structured around the concept of what trainees need to be, do, and know.

Be

Curriculum component: Competencies

Competencies are observable abilities of a health professional related to a specific activity that integrates knowledge, skills, values and attitudes.

Frank et al, 2010



The Competencies provide guidance into the professional behaviours, values, and practices expected of a trainee. The Competencies are organised according to the ten domains of the RACP Professional Practice Framework.

Do

Curriculum component: Entrustable Professional Activities

EPAs are important **work tasks** that trainees need to be able to perform with *supervision at a distance* by the end of their training.



Each EPA includes the behaviours of a trainee who can perform the task with supervision at a distance and examples of behaviours of a trainee who is not yet ready to perform the task with supervision at a distance. The behaviours are categorised according to the domains of the RACP Professional Practice Framework, however each EPA should be performed and assessed a complete task.

Five levels of supervision are defined within each EPA. The EPAs help to facilitate a conversation between the supervisor and the trainee about the level of supervision the trainee needs when performing each task.

Know

Curriculum component: Knowledge Guides

Knowledge Guides articulate the baseline level of knowledge that trainees need to acquire by the end of their training.



The Knowledge Guides provide detailed guidance to trainees on the important topics and concepts they need to understand in order to pass their assessments and become competent physicians. The Guides are a basis for knowledge acquisition; they do not outline the range of experience expected of all trainees.

The Knowledge Guides primarily relate to the medical expertise domain of the RACP Professional Practice Framework though they also highlight important specific issues relating to other domains of the framework.

Accompanying graphics

The curriculum model will be accompanied by the Professional Practice Framework graphic (Figure 2) and the continuum of lifelong learning graphic (Figure 3).

An additional graphic will also be developed that conveys how trainees and supervisors will interact with the curriculum.



Figure 2 – Professional Practice Framework

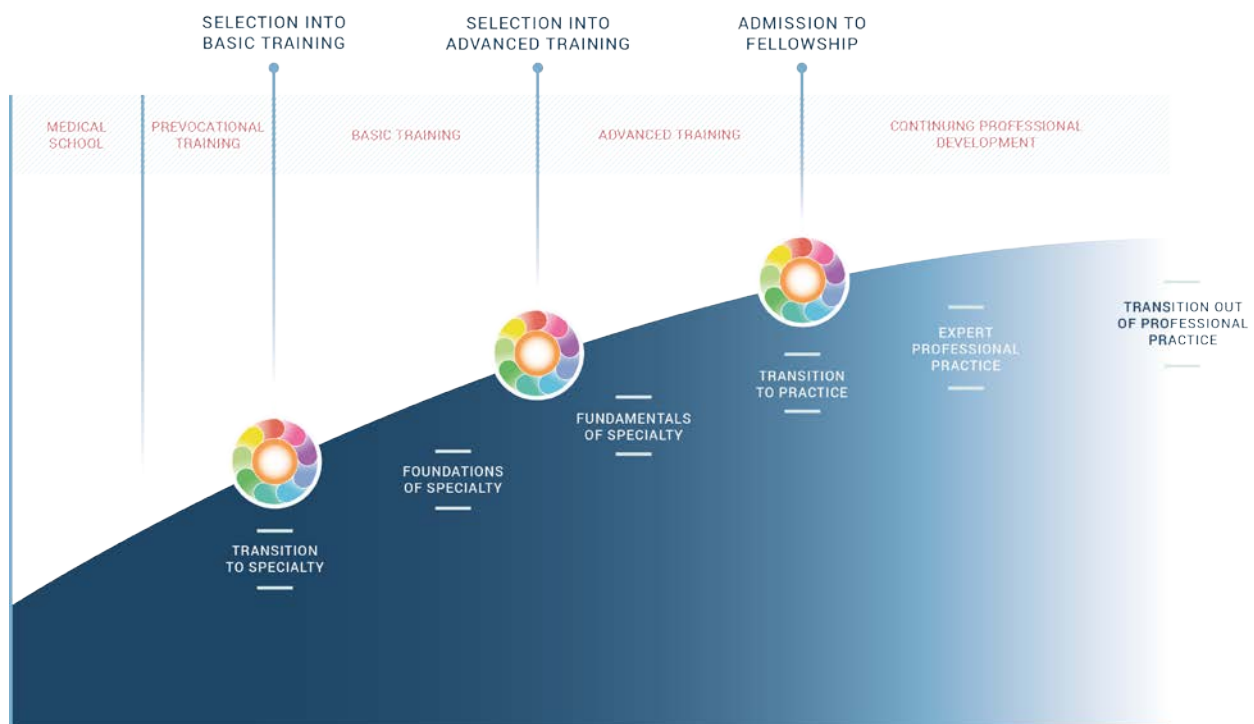


Figure 3 – continuum of lifelong learning

Glossary

A glossary of terms accompanies the curriculum model to provide context and explain the structure and function of the components.

Curriculum	<p>The Australian Medical Council (AMC) and the Medical Council of New Zealand (MCNZ) define a curriculum as:</p> <p>A statement of the intended aims and objectives, content, assessment, experiences, outcomes and processes of a program, including a description of the structure and expected methods of learning, teaching, feedback and supervision.</p> <p>The curriculum sets out the knowledge, skills, and professional qualities the trainee is to achieve. This is distinguished from a syllabus which is a statement of content to be taught and learnt.¹</p>
Curriculum model	<p>A diagram or representation that depicts the structure and/or components of the curriculum.</p> <p>The model promotes awareness of the components of the curriculum. It does not describe how the components are used by the trainee and the supervisor in the training program.</p>
Curriculum standards	<p>The educational objectives of a training program by which a trainee's level of ability is measured.</p> <p>In the RACP curriculum model standards are expressed as:</p> <ul style="list-style-type: none"> • Competencies • Entrustable Professional Activities • Knowledge Guides
Competencies	<p>Observable abilities of a health professional related to a specific activity that integrates knowledge, skills, values and attitudes.²</p> <p>Competencies provide guidance into what a trainee needs to be. That is, the professional behaviours, values, and practices expected of a trainee.</p> <p>In the RACP curriculum model, each competency is specific to one of the ten domains of the RACP Professional Practice Framework: Communication; Quality and safety; Teaching and learning; Research; Cultural competence; Ethics and professional behaviour; Judgement and decision making; Leadership, management and teamwork; Health policy, systems and advocacy; and Medical expertise.</p>

¹ Source: http://www.amc.org.au/files/1fc718648287876af0478b09e431bd88d4d014f8_original.pdf; accessed 1 April 2016.

² Frank, JR., Snell, L., ten Cate, O., Holmboe, ES., Carraccio, C., Swing, SR., et al. (2010). Competency-based medical education: theory to practice. *Medical Teacher*; 32(8):638-645.

Entrustable Professional Activities (EPAs)	<p>Critical, discrete work tasks that trainees need to be able to perform with <i>supervision at a distance</i> by the end of their training.</p> <p>EPAs define what trainees need to be able to do. That is, the core functions of their job.</p> <p>In comparison with Competencies, which are domain-specific, each EPA encompasses aspects of professional practice from multiple domains of the RACP Professional Practice Framework.</p> <p>Each EPA includes the professional behaviours of a trainee who can perform the task with supervision at a distance.</p>
Knowledge Guides	<p>Documents that articulate the baseline level of knowledge that trainees need to acquire by the end of their training.</p> <p>Knowledge Guides define what trainees need to know.</p> <p>The Knowledge Guides provide detailed guidance to a trainee on the important topics and concepts they need to understand in order to pass their assessments and become competent physicians.</p>
Learning and teaching program	<p>The strategies and methods to learn and teach curricula standards, including required and recommended learning activities.</p> <p>The learning and teaching program helps trainees direct their own learning, and guides supervisors and accredited training settings/networks in planning and delivering teaching activities.</p>
Assessment	<p>The systematic process for measuring and providing feedback on the trainees' progress or level of achievement, against defined criteria³.</p>
Assessment program	<p>An assessment program is where multiple measures of trainees' knowledge, skills, and professional qualities over time are aggregated and synthesised to inform judgements and provide feedback about progress. It involves the planned and deliberate use of assessment methods to provide an overall picture of the trainee's competence over a specified period of time.</p>
Assessment method	<p>The method by which trainees are measured. For example, assessment methods could be through observation and feedback, or through written examination.</p> <p>There are five main learning, teaching, and assessment methods proposed for the new Basic Training curricula: learning plan and progress report; term / run supervisor report; evidence; Written Examination; and Clinical Examination. The method broadly titled evidence includes a number of different types of learning and assessment methods, such as work-based assessments, and will include a number of associated tools.</p>

³ Source: http://www.amc.org.au/files/1fc718648287876af0478b09e431bd88d4d014f8_original.pdf; accessed 1 April 2016.

Evaluation	The systematic collection and analysis of information to make judgements about the effectiveness, efficiency and/or appropriateness of College training programs.
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