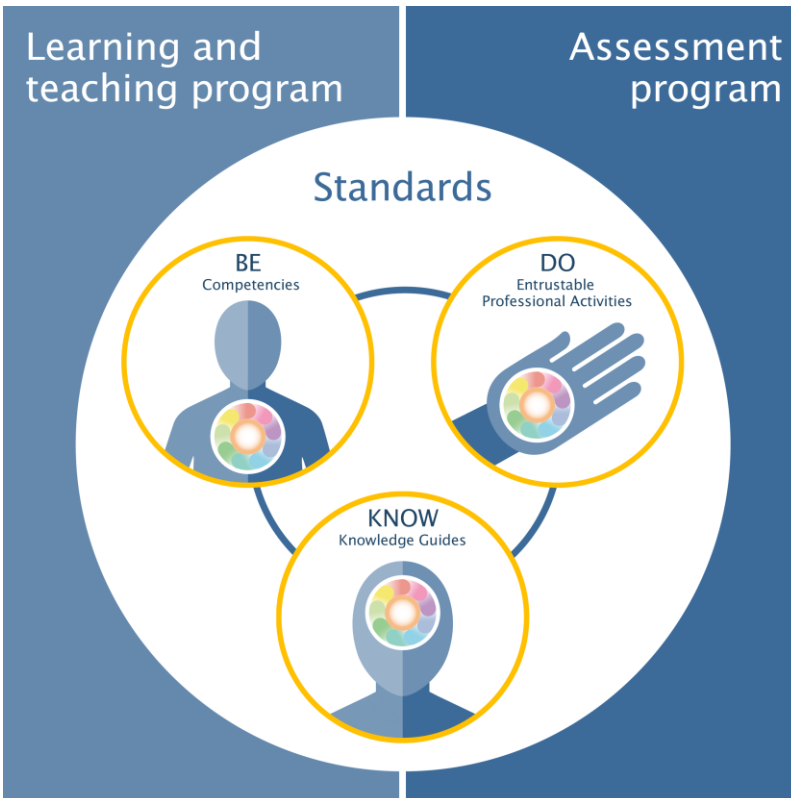




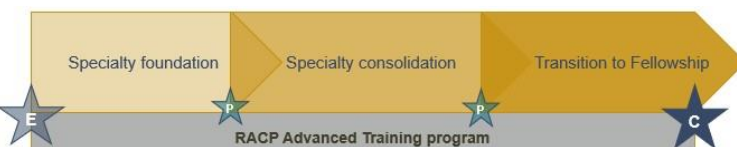
CURRICULUM STANDARDS

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.



BE	DO	KNOW
Competencies are statements of professional behaviours, values and practices	Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training	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.



NEONATAL PERINATAL MEDICINE LEARNING GOALS

BE	1. Professional behaviours
DO	1. Team leadership 2. Supervision and teaching 3. Quality improvement 4. Clinical assessment and management 5. Management of transitions in care and longitudinal care 6. Acute care 7. Communication with patients 8. Prescribing 9. Procedures 10. Investigations 11. Clinic management 12. End-of-life care
KNOW	1. Scientific foundations of neonatal and perinatal medicine 2. Infections and immune disorders 3. Respiratory conditions 4. Circulatory conditions 5. Neurological and neuromuscular conditions 6. Haematological and malignant conditions 7. Metabolic and endocrine conditions 8. Kidney and urinate system conditions 9. Gastrointestinal and hepatobiliary conditions 10. Dermatological conditions 11. Ophthalmological abnormalities 12. Ear, nose and throat abnormalities 13. Fetal and perinatal medicine

Find out more

- head to the [website](https://www.racp.edu.au/curriculum)
- email Curriculum@racp.edu.au
- phone +61 2 8076 6390



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.
- At least 24 months of training in Australia and/or Aotearoa New Zealand.

LEARNING PROGRAM

Per rotation

- **1** Learning plan

Once over the course of training

- Advanced Training Orientation resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online/face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- **1** biostatics or quality improvement course (recommended)
- **1** meeting attendance (recommended)
- **1** presentation of research (recommended)

TEACHING PROGRAM

- **2** Education Supervisors (minimum 1 who is a Fellow of the RACP)
- **1** Research Project Supervisor (may be the Education Supervisor)

ASSESSMENT PROGRAM

- **12** Learning captures, on the range of learning goals (per phase)
- **12** Observation captures, on the range of learning goals (per phase)
- **4** Progress reports (per phase)
- **1** Research project (once over the course of training)

*For more information on the LTA programs, see the LTA summary