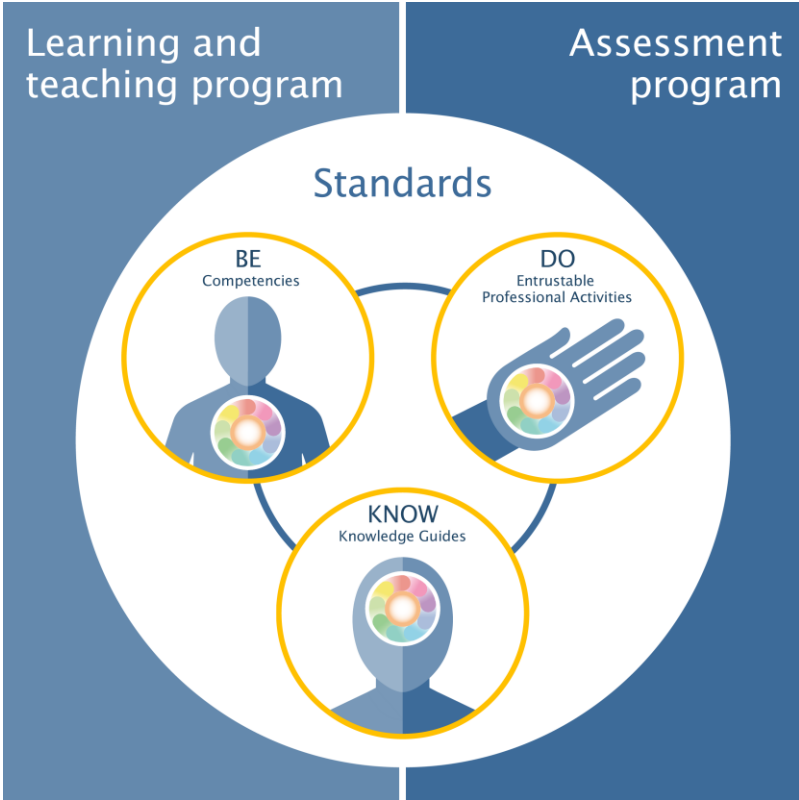


CURRICULUM STANDARDS

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	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.

PUBLIC HEALTH MEDICINE LEARNING GOALS

BE	1. Professional behaviours
DO	1. Leadership and accountability 2. Supervision and teaching 3. Quality improvement 4. Incident response 5. Populations and public health interventions 6. Population health information 7. Communication and engagement for population health gain 8. Multi-cultural and population public health 9. Policy analysis, development and planning 10. Organisational unit management 11. <i>The AFPHM is committed to co-designing this learning goal with Australian Aboriginal, Torres Strait Islander, Māori (tangata whenua), and Pacific Peoples stakeholders.</i>
KNOW	1. Scientific foundations of public health medicine 2. Communicable disease prevention and control 3. Non-communicable disease and injury prevention and control 4. Health and physical environment 5. Determinants of health 6. <i>The AFPHM is committed to co-designing this learning goal with Australian Aboriginal, Torres Strait Islander, Māori (tangata whenua), and Pacific Peoples stakeholders.</i>

*Refer to the Learning, Teaching and Assessment (LTA) summary for the complete program requirements

LEARNING, TEACHING AND ASSESSMENT*

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

ENTRY CRITERIA

- Completed 3 years FTE of postgraduate clinical experience (including 1 internship year and at least 2 years full-time equivalent clinical experience)
- Completed a Master of Public Health
- General medical registration
- An Advanced Training position

PROFESSIONAL EXPERIENCE

- 36 months of relevant professional experience in approved positions, in at least two different accredited or approved training settings, including at least 6 months FTE in an approved communicable disease prevention and control position

LEARNING PROGRAM

- 1 Learning plan (per rotation)
- Attendance at Trainee Video Conferencing Sessions each training phase (recommended each year)

Over the course of training:

- RACP Advanced Training Orientation resource (online)
- RACP Health Policy, Systems and Advocacy resource (online)
- RACP Supervisor Professional Development Program (online or f2f)
- RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- RACP Communication Skills resource (online)
- RACP Ethics and Professional Behaviour (online)
- RACP Leadership, Management, and Teamwork (online)
- Attendance at 1 National Training Day over the course of training (recommended)

TEACHING PROGRAM

- 1 Education Supervisor, who is a Fellow of the AFPHM
- 1 Research Project Supervisor (may be the Education Supervisor)
- 1 Mentor who is a Fellow of AFPHM
- 1 Regional Education Coordinator

ASSESSMENT PROGRAM

- 12 Learning Captures, on the range of learning goals (per phase (year))
- 12 Observation Captures, on the range of learning goals (per phase (year))
- 4 Progress reports (per year)
- 1 Research project (over course of training)
- 1 Oral examination (completed during Transition to Fellowship phase)



Find out more

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

