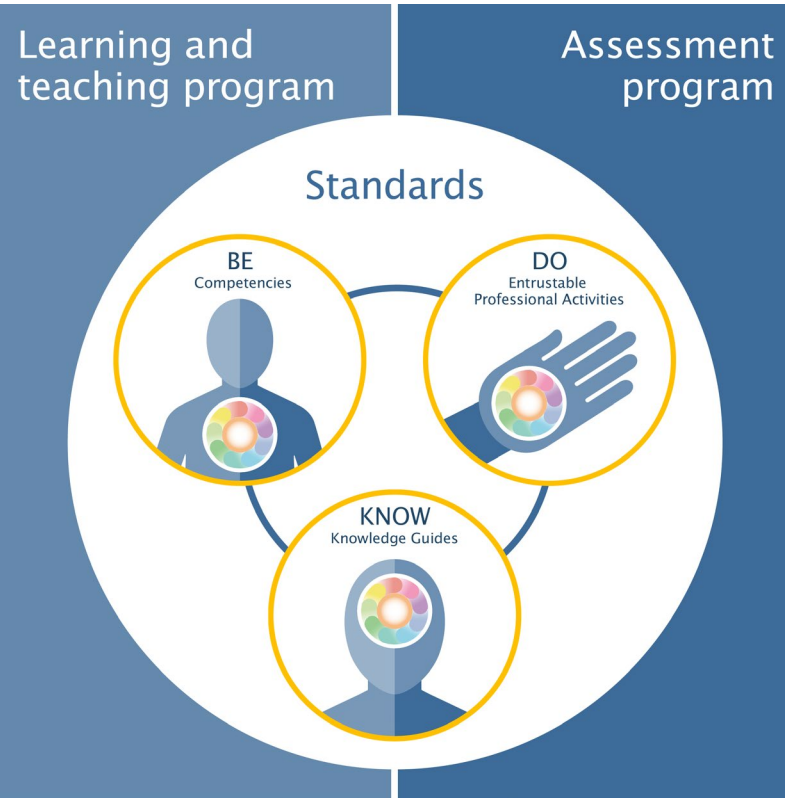




## CURRICULUM STANDARDS

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
<p><b>Competencies</b> are statements of professional behaviours, values and practices</p>	<p><b>Entrustable Professional Activities (EPAs)</b> are essential work tasks that trainees need to be able to do unsupervised by the end of training</p>	<p><b>Knowledge Guides</b> provide guidance on important topics and concepts trainees need to know</p>

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.

## OCCUPATIONAL AND ENVIRONMENTAL 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, investigation and management<br>6. Management of transitions in care<br>7. Communication with patients, communities, third parties and other stakeholders<br>8. Analysis and application of data<br>9. Occupational and environmental screening, surveillance and investigations<br>10. Hazard identification and risk assessment<br>11. Fitness for work assessment |
| <b>KNOW</b> | 12. Key clinical systems of occupational and environmental medicine<br>13. Health promotion and illness prevention<br>14. Hazard recognition, evaluation and control of risk<br>15. Policy development and workplace relations<br>16. Business continuity, disaster preparedness and emergency management<br>17. Environmental issues in occupational and environmental medicine<br>18. Occupational health and safety, and law<br>19. Epidemiology and causation           |

## LEARNING, TEACHING AND ASSESSMENT\*

### ENTRY CRITERIA

- Entry into the program is assessed against entry attributes and criteria by the Faculty Training Committee.
- Recognition of Prior Learning can be applied for entry if a prospective trainee holds Fellowship of another College or has completed the RACP Basic Training in Adult Internal Medicine, including the Written and Clinical Examinations.

### PROFESSIONAL EXPERIENCE

- Minimum 36 months of relevant professional experience in accredited settings, recommended in at least two different training settings.

### LEARNING PROGRAM

- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- Advanced Training Orientation resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online or face-to-face)
- 3 Regional Training Meeting attendance
- 1 Regional Training Meeting presentation
- Annual Training Meeting attendance
- Ramazzini Presentation
- graduate diploma or higher in a relevant university course, completed prior to taking Stage B Examinations.

### TEACHING PROGRAM

- 1 Education Supervisor who is a Fellow of the AFOEM.
- 1 Research Project Supervisor (may be the Education Supervisor)
- 1 Regional Training Program Director

### 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)
- Stage B Written Examination and Practical Examination

\*For more information on the LTA programs, see the LTA Summary

### Find out more

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

