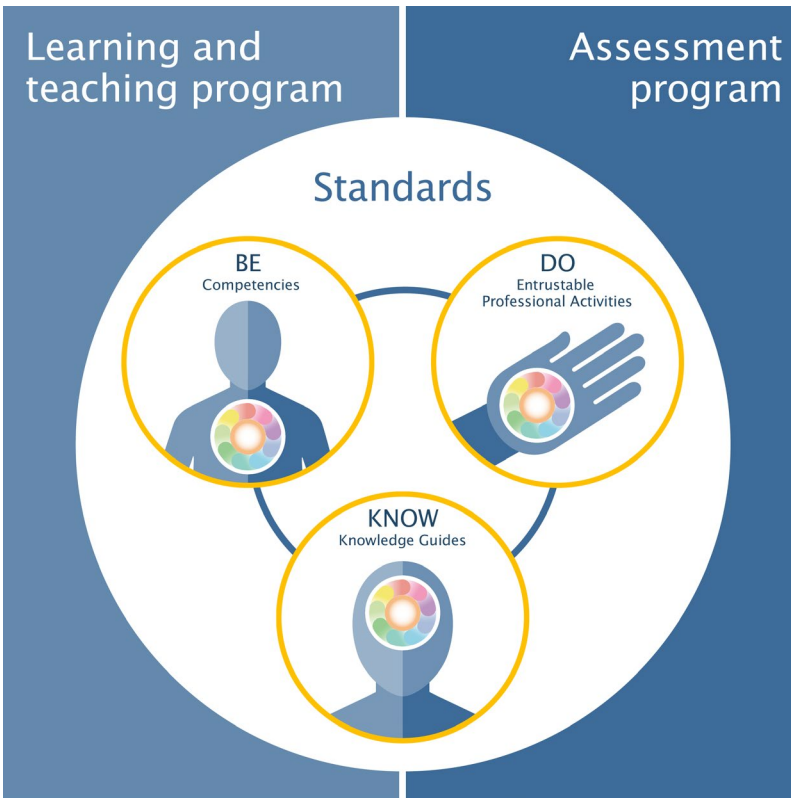




CURRICULUM STANDARDS

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.



PALLIATIVE MEDICINE LEARNING GOALS

- | | |
|-------------|--|
| BE | 1. Professional behaviours |
| DO | 2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Clinical assessment and management
6. Management of transitions in care settings
7. Manage acute changes in clinical condition
8. Longitudinal care, including management of transitions across developmental ages and stages
9. Communication with patients
10. Prescribing
11. Investigations and procedures
12. End-of-life care |
| KNOW | 13. Symptom management
14. Non-malignant and malignant life-limiting and life-threatening conditions
15. End-of-life and after death care |

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.

LEARNING PROGRAM

- Induction to Advanced Training resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 who is a Fellow of the RACP or AChPM in palliative medicine)
- 1 Research Project Supervisor (may be the Education Supervisor)

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)

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

Find out more

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



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

