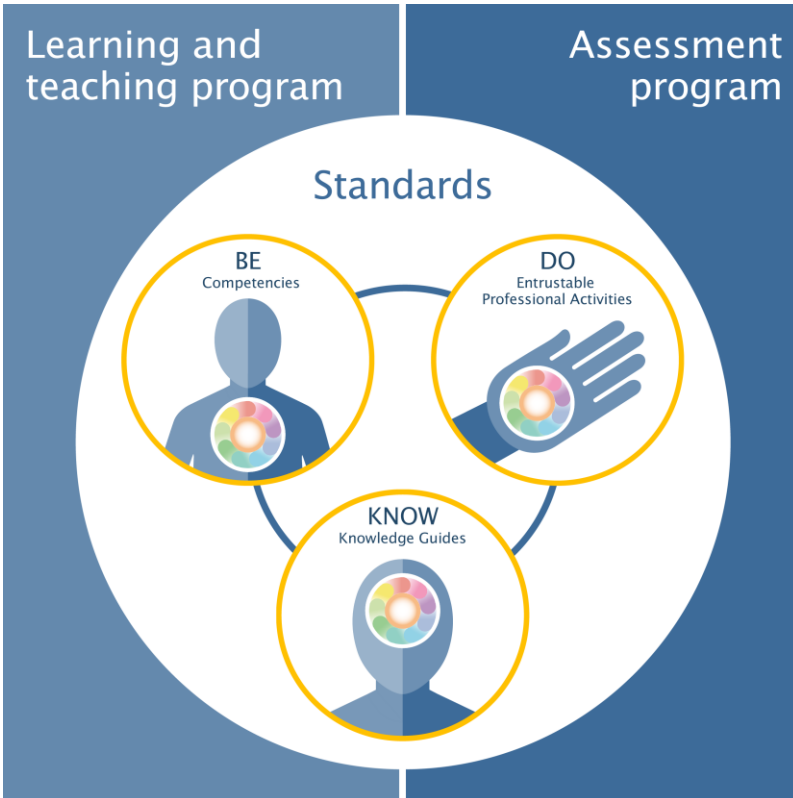




CURRICULUM STANDARDS

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.



Paediatric Respiratory 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 from paediatric to adult care
7. Acute paediatric respiratory care
8. Longitudinal care of patients with chronic respiratory conditions, from birth to the adolescent and young adult
9. Communication with patients and their parents/caregivers and other health professionals
10. Prescribing
11. Procedures
12. Investigations |
| KNOW | 13. Scientific foundations of paediatric respiratory medicine
14. Acute respiratory care
15. Chronic respiratory care
16. Airways, chest wall and breathing
17. Pulmonary and pleural disease
18. Interstitial and diffuse lung disease, vasculitides, systemic diseases |

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 (online)
- Health Policy, Systems and Advocacy (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- 1 national or international scientific meeting
- Logbook (recommended)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 of whom is a Fellow of the RACP in Respiratory 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)

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

BE

Competencies are statements of professional behaviours, values and practices

DO

Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training

KNOW

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.

Find out more

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

