NEW CURRICULA

Learning, teaching, and assessment programs

Advanced Training in Occupational and Environmental Medicine

RACP
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About this document

The new Advanced Training in Occupational and Environmental Medicine curriculum consists of curriculum standards and learning, teaching, and assessment (LTA) programs.

This document outlines the Advanced Training in Occupational and Environmental Medicine LTA programs for trainees and supervisors. It should be used in conjunction with the Advanced Training in Occupational and Environmental Medicine curriculum standards.

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Program overview

CURRICULUM STANDARDS

The curriculum standards are summarised as 18 learning goals. The learning goals articulate what trainees need to be, do and know, and are assessed throughout training.

BE	1. Professional behaviours
DO	2. Team leadership 3. Supervision and teaching 4. Quality improvement 5. Clinical assessment, investigation and management 6. Communication with workers, patients, communities, third parties and other stakeholders 7. Analysis and application of data 8. Occupational and environmental screening, surveillance and investigations 9. Hazard identification and risk assessment 10. Fitness for work assessment
KNOW	11. Key clinical systems of occupational and environmental medicine 12. Health promotion and illness prevention 13. Hazard recognition, evaluation and control of risk 14. Policy development and workplace relations 15. Business continuity, disaster preparedness and emergency management 16. Environmental issues in occupational and environmental medicine 17. Occupational health and safety, and legislation 18. Epidemiology and causation

LTA STRUCTURE

The learning, teaching, and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curriculum standards in the program.

The program is structured in three phases. These phases establish clear checkpoints for trainee progression and completion.



Entry criteria

Prospective trainees must have:

- general medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practicing certificate if applying in Aotearoa New Zealand.
- a training position in an RACP-accredited training position of employment that requires on average a minimum of 20 hours of occupational and environmental medicine practice per week.
- reached an agreement with an occupational and environmental medicine Fellow (FAFOEM) to be the Educational Supervisor and have this approved by the regional Training Program Director.
- completed at least three years full-time equivalent (FTE) of postgraduate general clinical experience
- completed at least one year's experience working in a position with adequate exposure to occupational medicine
- completed an appropriate postgraduate course at diploma level or higher in occupational and environmental health or a related field deemed appropriate by the Faculty Training Committee — see the postgraduate qualification guidelines.
- one reference from a previous employer or direct supervisor from the past 3 years which addresses the desired entry attributes.

LTA PROGRAMS

The LTA programs outline the strategies and methods to learn, teach, and assess the curriculum standards.

Entry

1 training application

Learning

Minimum 36 months FTE professional experience

1 rotation plan per rotation

RACP Advanced Training Orientation resource

RACP Supervisor Professional Development Program

RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource

RACP Health Policy, Systems and Advocacy resource

Advanced Life Support course

RACP Communication skills resource

RACP Ethics resource

RACP Leadership, Management and Teamwork resource

Recommended resources

6 Regional Training Meeting attendances per phase

2 Regional Training Meeting presentation per phase

2 Annual Training Meeting attendance

Teaching

1 supervisor per rotation

1 regional training program director

1 research project supervisor

Assessment

12 learning captures per phase

12 observation captures per phase

4 progress reports per phase

1 research project

1 Ramazzini presentation

AFOEM Consolidation Written examination

AFOEM Consolidation Practical Examination

About the program

Purpose of Advanced Training

The RACP offers Advanced Training in 33 diverse medical specialties as part of Division, Chapter, or Faculty training programs.

The purpose of Advanced Training is to develop a workforce of physicians who:

- have received breadth and depth of focused specialist training, and experience with a wide variety of health problems and contexts
- are prepared for and committed to independent expert practice, lifelong learning, and continuous improvement
- provide safe, quality health care that meets the needs of the communities of Australia and Aotearoa New Zealand.

Overview of specialty

Occupational and environmental physicians are medical professionals specialised in the field of occupational health and environmental medicine. They focus on the health and wellbeing of workers in the context of their work environment.

Occupational and environmental physicians apply high-level medical skills to the interface between people's work and their health. For an individual worker/patient, this may mean seeking evidence for the work-relatedness of a disease, assisting with returning to work after injury or illness, or assessing fitness for safety-critical or other work. For groups of workers, this may mean working to prevent or reduce known harmful exposures, research on the effects of exposures or clusters of adverse health effects, health surveillance, or promotion of physical and mental wellbeing in workplaces.

Occupational and environmental physicians consider the interactions between people's health and their environment, and the role of the environment in causing or affecting disease.

As medical specialists, occupational and environmental physicians possess knowledge of harmful exposures, laws that bear on exposure control and employment opportunity, and how to use their influence within organisations to prevent work-related afflictions and to promote wellbeing. These abilities serve workers and can assist the work of other medical practitioners and occupational health professionals. The trends in the changing nature of work, including a higher proportion of precarious and flexible working arrangements (e.g. part-time, casual, and contract work) and home-based work, may bring new challenges to occupational and environmental physicians in their future practice.
Occupational and environmental physicians provide person-centred care to individuals, workers, groups, communities, and homogenous populations that may be exposed to occupational and/or environmental hazards and risks. Services may also be provided to governmental and non-governmental agencies and companies, including those within a medicolegal setting. This curriculum uses the term worker/patient to refer to the recipients

of this care. Occupational and environmental physicians use research and evidence in medical care, service development, and quality improvement, and to inform areas of uncertainty. Occupational and environmental physicians have skills and expertise to contribute across a variety of areas, including:

- diagnosing, managing and accessing the causation of diseases and injuries in relation to occupation and environmental factors.
- assessing the health and fitness of workers for specific jobs or tasks.
- advocating for the protection and promotion of workers' physical and mental health and well-being
- developing, interpreting and applying medical standards for occupations
- coordinating and managing occupational and environmental health and safety programs, including the delivery of occupational health services, health surveillance, health promotion and drug and alcohol testing programs in collaboration with other health professionals
- conducting workplace and preliminary environmental assessments in order to recognise, evaluate and control physical, chemical, biological, ergonomic and psychosocial hazards
- coordinating and facilitating return to work and rehabilitation programs for injured or ill workers
- providing expert advice to workers, employers, regulators, and insurers on the relationship between work and illness and injuries
- advising on the health effects of physical, chemical, biological, psychosocial and ergonomic hazards in workplaces and measures to control them
- providing advice and education on occupational and environmental health issues to workers, employers, regulators and the public
- advising on the effect of major contemporary health issues in workplaces
- conducting research and contributing to the evidence base on occupational and environmental health topics.

Occupational and Environmental physicians work flexibly across a variety of settings, including:

- Non-hospital settings. Occupational and environmental physicians deliver clinical services largely outside hospital-type settings. These are mostly privately operated, either by individual physicians or larger companies who employ occupational and environmental physicians.
- Office-based settings. Occupational and environmental physicians who work for small to large organisations are usually office-based and provide more strategic and administrative support to organisations.
- Research and training settings. Occupational and environmental physicians can gain further development of medical evidence in occupational and environmental medicine. Occupational and environmental physicians may work within university departments and research positions within governmental and non-governmental organisations.
- Complex settings. Occupational and environmental physicians are comfortable with complex health issues and working in uncertainty.

Occupational and environmental physicians provide leadership with a focus on strong integrity, communication, respect, and advocacy, in the management of occupational health services and as an integral part of multidisciplinary teams.

Supervising committee

The program is supervised by the Training Program Committee in Occupational and Environmental Medicine.

Qualification

Trainees who successfully meet the completion standards and criteria of this program will be awarded Fellowship of the Australasian Faculty of Occupational and Environmental Medicine (FAFOEM).

Learning goals and progression criteria

Learning, teaching, and assessment structure

The learning, teaching and assessment structure defines the framework for delivery and trainee achievement of the curriculum standards in the Advanced Training program.

Advanced Training is structured in three phases. These phases will establish clear checkpoints for trainee progression and completion.

1	**Specialty foundation**	• Orient trainees and confirm their readiness to progress in the Advanced Training program.
2	**Specialty consolidation**	• Continue trainees' professional development in the specialty and support progress towards the learning goals.
3	**Transition to Fellowship**	• Confirm trainees' achievement of the curriculum standards, completion of Advanced Training, and admission to Fellowship. • Support trainees' transition to unsupervised practice.



Figure: Advanced Training learning, teaching, and assessment structure

- An **entry decision** is made before entry into the program.
- **Progress decisions**, based on competence, are made at the end of the specialty foundation and specialty consolidation phases of training.
- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.



Advanced Training is a **hybrid time- and competency-based training program**. There is a minimum time requirement of full-time equivalent experience, and progression and completion decisions are based on evidence of trainees' competence.

Entry criteria

Entry attributes	Prospective trainees can demonstrate:
	• a commitment and capability to pursue a career as a physician in Occupational and Environmental medicine.
	• the ability and willingness to achieve the common learning goals for Advanced Training:
	  ◦ team leadership
	  ◦ supervision and teaching
	  ◦ the professional behaviours, as outlined in the Competencies
	• ability to clinically manage common disorders including treatment and counselling
	• proficient written and verbal communication
	• application of ethical behaviour in professional practice
	• ability to judge the worth of new information.

Entry criteria	Prospective trainees must meet all of the following criteria: • general medical registration with the Medical Board of Australia if applying in Australia, or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practicing certificate if applying in Aotearoa New Zealand. • a training position in an RACP-accredited training position of employment that requires on average a minimum of 20 hours of occupational and environmental medicine practice per week. • reached an agreement with an occupational and environmental medicine Fellow (FAFOEM) to be the Educational Supervisor and have this approved by the regional Training Program Director. • completed at least three years full-time equivalent (FTE) of postgraduate general clinical experience • completed at least one year FTE experience working in a position with adequate exposure to occupational medicine. Adequate exposure is defined as at least 10 hours per week in injury management, rehabilitation management, health surveillance, and/or pre-employment checks. The year of experience with exposure to occupational medicine cannot also be counted towards the three years FTE of postgraduate general clinical experience. • completed an appropriate postgraduate course at diploma level or higher in occupational and environmental health or a related field deemed appropriate by the Faculty Training Committee — see the postgraduate qualification guidelines. • one reference from a previous employer or direct supervisor from the past 3 years which addresses the desired entry attributes.

Progression criteria

To progress to the next phase or to complete the program, trainees must demonstrate:

- the ability to plan and manage their learning and to complete their learning and assessment requirements in a timely manner
- achievement of the learning goals to the levels outlined in the learning goal progression criteria.

Training committees or delegated progress review panels will consider evidence supporting trainees' achievement of the progression criteria and make progress decisions.

If criteria have not been met, committees or panels may decide to place conditions on trainees' progression to the next phase of training or not to progress trainees until all criteria have been achieved.

Learning goals

The curriculum standards are summarised as **18** learning goals.

The learning goals articulate what trainees need to be, do, and know, and are assessed throughout training on a five-point scale. This scale determines the expected standard for each learning goal at the end of each training phase. Trainees must meet these standards to progress to the next phase or complete the program.

Learning and assessment tools are linked to the learning goals which allows trainees to demonstrate competence across each learning goal.

Levels	1	2	3	4	5
Be: Competencies (professional behaviours)	Needs to work on behaviour in **more than five domains** of professional practice	Needs to work on behaviour in **four or five domains** of professional practice	Needs to work on behaviour in **two or three domains** of professional practice	Needs to work on behaviour in **one domain** of professional practice	**Consistently** behaves in line with all 10 domains of professional practice
Do: Entrustable Professional Activities (EPAs)	Is able to **be present and observe**	Is able to **act with direct supervision**	Is able to **act with indirect supervision** (i.e., ready access to a supervisor)	Is able to **act with supervision at a distance** (i.e., limited access to a supervisor)	Is able to supervise others
Know: Knowledge guides	Has **heard of** some of the topics in this knowledge guide	**Knows the topics and concepts** in this knowledge guide	**Knows how to apply** this knowledge to practice	**Frequently shows they apply** this knowledge to practice	**Consistently** demonstrates application of this knowledge to practice

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training *At entry into training, trainees will:*	Specialty foundation *By the end of this phase, trainees will:*	Specialty consolidation *By the end of this phase, trainees will:*	Transition to fellowship *By the end of training, trainees will:*
Be	**1. Professional behaviours**	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice	**Level 5** consistently behave in line with all ten domains of professional practice
Do	**2. Team leadership:** Lead a team of health professionals	**Level 1** be able to be present and observe	**Level 2** be able to act with direct supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	3. Supervision and teaching: Supervise and teach professional colleagues	**Level 1** be able to be present and observe	**Level 2** be able to act with direct supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	4. Quality improvement: Identify and address failures in health care delivery and workplaces	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	5. Clinical assessment, investigation and management: Clinically assess, investigate, and manage the ongoing care of workers/patients	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	6. Communication with workers, patients, communities, third parties, and other stakeholders: Communicate with a range of stakeholders, including workers, patients, communities, professional bodies, businesses, health administration, insurers, and employers	**Level 2** be able to act with direct supervision	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	7. Analysis and application of occupational health data: Research within the workplace and environment	**Level 1** be able to be present and observe	**Level 2** be able to act with direct supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	8. Occupational and environmental screening, surveillance, and investigations: Select, organise, and interpret screening, surveillance, and diagnostic investigations	**Level 1** be able to be present and observe	**Level 2** be able to act with direct supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
	9. Hazard identification and risk assessment: Workplace and environmental hazard assessment	**Level 1** be able to be present and observe	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others

		Entry criteria	Progression criteria		Completion criteria
	Learning goals	Entry into training *At entry into training, trainees will:*	Specialty foundation *By the end of this phase, trainees will:*	Specialty consolidation *By the end of this phase, trainees will:*	Transition to fellowship *By the end of training, trainees will:*
	10. Fitness for work assessment: Assess workers'/patients' ability to return to work	**Level 1** be able to be present and observe	**Level 3** be able to act with indirect supervision	**Level 4** be able to act with supervision at a distance	**Level 5** be able to supervise others
Know	**11. Key clinical systems of occupational and environmental medicine**	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	12. Health promotion and illness prevention	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	13. Hazard recognition, evaluation, and control of risk	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	14. Policy development and workplace relations	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	15. Business continuity, disaster preparedness, and emergency management	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	16. Environmental issues in occupational and environmental medicine	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	17. Occupational health and safety, and legislation	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice
	18. Epidemiology and causation	**Level 1** have heard of some of the topics in this knowledge guide	**Level 2** know the topics and concepts in this knowledge guide	**Level 4** frequently show they apply this knowledge to practice	**Level 5** consistently demonstrate application of this knowledge to practice

Learning, teaching, and assessment requirements

Overview

Requirements over the course of training

What do trainees need to do?	When do trainees need to do it?
Entry	
1 training application	At the start of the specialty foundation phase. Due 31 Aug if starting at the beginning of the following year, and 28 Feb if starting mid-year of the current year.
Learning	
Minimum 36 months full time equivalent (FTE) professional experience	Minimum 12 months FTE during each phase.
RACP Advanced Training Orientation resource	During the first 6 months of the specialty foundation phase.
RACP Supervisor Professional Development Program	Before the end of Advanced Training.
RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	Before the end of Advanced Training, if not completed previously. Recommended completion before the specialty consolidation phase.
RACP Health Policy, Systems and Advocacy resource	Before the end of Advanced Training. Recommended completion before the transition to fellowship phase.
Advanced Life Support Course	Before the end of the Specialty Foundation phase.
RACP Communication skills resource	Before the end of Advanced Training, if not completed previously. Recommended completion before the Specialty Consolidation phase.
RACP Ethics resource	Before the end of Advanced Training, if not completed previously. Recommended completion before the Specialty Consolidation phase.
RACP Leadership, Management, and Teamwork resource	Before the end of Advanced Training, if not completed previously. Recommended completion before the Specialty Consolidation phase.
2 Annual Training Meeting attendances	Minimum number, to be attended within the first 3 years of training.
Recommended resources	Recommended completion over the course of Advanced Training.
Teaching	
Nominate 1 research project supervisor	Recommended to be nominated before the specialty consolidation phase.

Assessment	
1 research project	Before the end of Advanced Training. Recommended submission before the transition to fellowship phase.
1 Ramazzini presentation	Before the end of Advanced Training.
AFOEM Consolidation Written Examination	Before progression into the Transition to Fellowship phase.
AFOEM Consolidation Practical Examination	Before progression into the Transition to Fellowship phase.

Requirements per phase

What do trainees need to do?	When do trainees need to do it?
Learning	
1 rotation plan per rotation	At the same time as the training application. Due 31 Aug if starting at the beginning of the following year, and 28 Feb if starting mid-year of the current year.
6 Regional Training Meeting attendances	Minimum 3 every 6 months.
2 Regional Training Meeting presentations	Minimum 1 every 6 months.
Teaching	
Nominate 1 supervisor per rotation	At the start of each accredited or approved training rotation.
Assessment	
12 learning captures	Minimum 1 per month.
12 observation captures	Minimum 1 per month.
4 progress reports	Minimum 1 every 3 months.

Entry

Training application

Requirement
1 x training application, at the start of the specialty foundation phase.
Purpose
The training application supports trainees to: • confirm that they meet the program entry criteria • provide essential details for program enrolment, ensuring compliance with RACP standards • establishes a formal foundation for their training pathway, enabling access to program resources and support The application form will be reviewed by the RACP staff. Trainees will be able to track the status of your application through the College's new Training Management Platform (TMP). Trainees can submit rotation plans and complete assessments while waiting for their application to be approved.
How to apply
Trainees are to submit a training application for the program using TMP. To complete an application: 1. Review the entry criteria 2. Complete the entry form 3. Collect and prepare all required evidence listed in the checklist 4. Arrange for a referee to complete the referee report (in the entry form) 5. Submit the application in TMP, including the entry form and all required evidence **Due dates** **February 28 -** application deadline for trainees undergoing mid-year entry of that year **August 31 -** application deadline for trainees undertaking entry at the beginning of the following year.
Resources
OEM entry pack OEM entry form TMP user instructions

Learning

Learning blueprint

This high-level learning program blueprint outlines which of the learning goals the learning requirements *could align* and *will align* with.

Learning goals	RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	RACP Orientation to Advanced Training resource	RACP Health Policy, Systems and Advocacy resource	RACP Supervisor Professional Development Program	RACP Communication skills resource	RACP Ethics and Professional Behaviour resource	RACP Leadership, Management, and Teamwork resource
1 Professional behaviours	Will align	Will align	Will align	Will align	Will align	Will align	Will align
2 Team leadership	x	x	x	x	x	x	x
3 Supervision and teaching	x	x	x	Will align	x	x	x
4 Quality improvement	x	x	x	x	x	x	x
5 Clinical assessment, investigation, and management	x	x	x	x	x	x	x
6 Communication with workers, patients, communities, third parties and other stakeholders	Will align	x	x	x	x	x	x
7 Analysis and application of data	x	x	x	x	x	x	x
8 Occupational and environmental screening, surveillance and investigations	x	x	x	x	x	x	x
9 Hazard identification and risk assessment	x	x	x	x	x	x	x

Learning goals	RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource	RACP Orientation to Advanced Training resource	RACP Health Policy, Systems and Advocacy resource	RACP Supervisor Professional Development Program	RACP Communication skills resource	RACP Ethics and Professional Behaviour resource	RACP Leadership, Management, and Teamwork resource
10 Fitness for work assessment	x	x	x	x	x	x	x
11 Key clinical systems of occupational and environmental medicine	x	x	x	x	x	x	x
12 Health promotion and illness prevention	x	x	Will align	x	x	x	x
13 Hazard recognition, evaluation and control of risk	x	x	x	x	x	x	x
14 Policy development and workplace relations	x	x	x	x	x	x	x
15 Business continuity, disaster preparedness and emergency management	x	x	x	x	x	x	x
16 Environmental issues in occupational and environmental medicine	x	x	x	x	x	x	x
17 Occupational health and safety, and legislation	x	x	x	x	x	x	x
18 Epidemiology and causation	x	x	Will align	x	x	x	x

Learning goals	Professional experience	Advanced Life Support Course	Regional Training Meeting attendance	Regional Training Meeting presentation	Annual Training Meeting attendance
1 Professional behaviours	Could align	x	Could align	Could align	Could align
2 Team leadership	Could align	x	x	Could align	x
3 Supervision and teaching	Could align	x	x	Could align	x
4 Quality improvement	Could align	x	x	Could align	x
5 Clinical assessment, investigation, and management	Could align	Will align	x	Could align	Could align
6 Communication with workers, patients, communities, third parties and other stakeholders	Could align	x	x	Could align	Could align
7 Analysis and application of data	Could align	x	x	Could align	Could align
8 Occupational and environmental screening, surveillance and investigations	Could align	x	x	Could align	Could align
9 Hazard identification and risk assessment	Could align	x	x	Could align	Could align
10 Fitness for work assessment	Could align	x	x	Could align	x
11 Key clinical systems of occupational and environmental medicine	Could align	x	Could align	Could align	Could align
12 Health promotion and illness prevention	Could align	x	Could align	Could align	Could align

Learning goals	Professional experience	Advanced Life Support Course	Regional Training Meeting attendance	Regional Training Meeting presentation	Annual Training Meeting attendance
13 Hazard recognition, evaluation and control of risk	Could align	x	Could align	Could align	Could align
14 Policy development and workplace relations	Could align	x	Could align	Could align	Could align
15 Business continuity, disaster preparedness and emergency management	Could align	x	Could align	Could align	Could align
16 Environmental issues in occupational and environmental medicine	Could align	x	Could align	Could align	Could align
17 Occupational health and safety, and legislation	Could align	x	Could align	Could align	Could align
18 Epidemiology and causation	Could align	x	Could align	Could align	Could align

Professional experience

Professional experience
• Complete at least 36 months of relevant professional experience in approved rotations.
Location of training
• Strongly recommended that training is completed at more than 1 training site. • Complete 36 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.

Rotation plan

Requirement
1 x rotation plan per rotation.
Description
The rotation plan is a work-based tool to document details of a training rotation and how a trainee intends to cover their program learning goals over the rotation period.
Purpose
The rotation plan helps trainees evaluate their learning gaps, curriculum needs, and local opportunities to meet expected standards. It is validated by College staff to ensure it aligns with the professional experience requirements for the program.
How to complete it
Trainees can submit a rotation plan in TMP under the training plan tab. Trainees undertaking their first rotation of their training program must select the following checkbox, 'The rotation start date is also the start date of my Training Program' to record the start date for their training program. If a trainee is expecting a learning goal to be covered during a rotation, select 'yes' for 'coverage offered' and outline the learning opportunities available. See this completed rotation plan for examples of the learning opportunities that may be available for each learning goal. This information will be used by supervisors and overseeing RACP training committee to determine the relevance of the rotation to the program's professional experience requirements. Trainees should upload a copy of the position description and any other supporting information that outlines the training position being undertaken. This should include regular/weekly activities that the trainee will be undertaking during the rotation (e.g. timetable). Trainees can also set custom goals to define personal objectives that they want to achieve during the rotation. These goals should be measurable and align with the trainee's professional objectives, skill gaps, or personal interests. Trainees need to nominate their rotation supervisors in the plan, and they will need to approve the plan in TMP via 'my assigned actions'.

For more information on how to complete a rotation plan review the training resources.

Due dates

28 February for rotations in the first half or whole of the year.

31 August for rotations in the second half of the year.

Regional Training Meeting attendance

Requirement
6 x Regional Training Meeting attendances per phase (minimum 3 every 6 months)
Description
Regional Training Meetings occur monthly. The agenda can include: • presentation of case studies, inspections or worksite assessments (usually 2 to 3 per meeting, 15 to 20 minutes duration) by Fellows and trainees, followed by discussion and constructive feedback, depending on the case • review/discussion of reports • review of examination questions from previous occupational and environmental medicine exam papers • review of clinical skills • discussion of AFOEM documents • journal club • critical appraisal exercises • worksite visits.
Purpose
Regional Training Meetings allow trainees to engage with learning relevant to a range of learning goals.
How to complete it
Trainees must provide evidence of attendance via TMP assessment requirements tab. Evidence may include, but is not limited to, attendance records or confirmation from meeting organisers.

Regional Training Meeting presentation

Requirement
2 x Regional Training Meeting presentations per phase (minimum 1 every 6 months)
Description
Regional Training Meetings (RTM) are organised in all regions to provide a regular occupational and environmental medicine training forum for trainees. Each meeting is usually chaired by an AFOEM Fellow with Fellows and trainees invited to attend. It provides the opportunity for wider contact for the trainees, and support for the Regional Training Program Directors (TPD) and Educational Supervisors.

Fellows can present at these meetings, evaluate trainee presentations and raise matters for discussion or further consideration.

An RTM agenda can include:

- presentation of case studies, inspections or worksite assessments (usually 2 to 3 per meeting, 15 to 20 minutes duration) by Fellows and trainees, followed by discussion and constructive feedback, depending on the case
- review/discussion of reports
- review of examination questions from previous occupational and environmental medicine exam papers
- review of clinical skills
- discussion of AFOEM documents
- journal club
- critical appraisal exercises
- worksite visits

Presentations cannot be repeated, nor can they address the same learning areas. The presentations must be commensurate with the expected level of training.

Purpose

Trainee presentations must be evaluated by Fellows and have matters raised for discussion or further consideration.

Evaluation criteria for these presentations include:

- Relevance to the occupational and environmental medical curriculum. The criteria/learning goals/areas of knowledge that are to be addressed must be clearly articulated at the start of the presentation
- Professional and ethical standards outlined by the RACP and AFOEM being demonstrated and adhered to.
- The content, depth of trainee's knowledge and approach to discussed topics must be commensurate with the expected level of training
- Suitable use of patient information, photographs, media, etc.
- Summary slides identifying key reflections and learnings
- References must be clearly provided using an accepted referencing methodology.
- Suitable responsiveness to questions demonstrating a level of understanding that is commensurate with their level of training.
- Presentations cannot be repeated, nor can they address the same learning areas.

How to complete it

Trainees are responsible for contacting the Meeting Chair to schedule presentations. Rotation Supervisor should attend when you're presenting.

A proforma evaluating the criteria set out above is to be completed by a Fellow/Chair of the meeting. Presentations that are evaluated as below meeting expectations may be raised with the trainee and their rotational supervisor by the Training Program Director.

Trainees should upload the completed and signed proforma and evidence of attendance via the TMP assessment requirements tab.

Evidence may include, but is not limited to, attendance records or confirmation from meeting organisers.

Annual Training Meeting attendance

Requirement

2 x Annual Training Meeting attendances within the first 3 years of training.

Depending on time spent in training, the following applies:

- attend 2 x ATMs (minimum) if completing training within 3 years
- attend 3 x ATMs (minimum) if completing training within 4-5 years
- attend 4 x ATMs (minimum) if completing training within 6-8 years

Description

The Annual Training Meeting is held in May each year.

Purpose

Annual Training Meetings provide a forum for trainees to network with other trainees and Fellows and complement workplace and postgraduate qualification learning with an intensive 3-day event designed specifically for AFOEM trainees.

How to complete it

Trainees must attend all 3 days, including worksite visits, of the Annual Training Meeting to complete the requirement. If there are any days of the meeting that are not attended, special dispensation from the organising fellows is to be provided in writing or the certificate of attendance will not be issued.

Trainee attendance at Annual Training Meetings will be automatically logged.

Courses

RACP Advanced Training Orientation resource

Requirement

1 x RACP Advanced Training Orientation resource, completed during the first 6 months of the specialty foundation phase.

Description

This resource is designed to orient trainees to Advanced Training. It covers areas such as transition to Advanced Training, training and assessment, and trainee support. It's a 'one-stop shop' that trainees can return to if they ever want to find a useful resource, or need a refresher on the supporting resources, policies, and systems available to them.

Estimated completion time: 1-1.5 hours.

Purpose

The resource is intended to support trainees to successfully navigate their transition to Advanced Training and prepare for unsupervised practice as a specialist physician.

How to complete it

Trainees can complete the Advanced Training Orientation resource on RACP Online Learning.

Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in TMP.

RACP Supervisor Professional Development Program

Requirement
1 x RACP Supervisor Professional Development Program (SPDP), consisting of 3 workshops, completed by the end of Advanced Training.
Description
The SPDP consists of 3 workshops: • Practical skills for supervisors • Teaching and learning in healthcare settings • Work-based learning and assessment See Supervisor Professional Development Program for more information on the program.
Purpose
This requirement aims to prepare trainees for a supervisory/educator role in the workplace and supports trainees' learning aligned with the "team leadership" and "supervision and teaching" learning goals.
How to complete it
Register for a supervisor workshop. Trainees can complete the SPDP in three ways: • Virtual workshops • Face-to-face workshops • Online courses. Workshops are free and presented by volunteer Fellows trained in SPDP facilitation.

RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource

Requirement
1 x Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource, if not completed previously. Trainees must complete the resource by the end of their Advanced Training however it's recommended they complete it before the specialty consolidation phase.
Description
The Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource teaches best practice medicine for Aboriginal, Torres Strait Islander and

Māori patients through reflection on the trainee's own cultural values and recognition of their influence on professional practice.

Estimated completion time: 2 hours.

Purpose

This resource supports trainees' learning aligned with the "professional behaviours" learning goal. Specialist training requires trainees to:

- examine their own implicit biases
- be mindful of power differentials
- develop reflective practice
- undertake transformative unlearning
- contribute to a decolonisation of health services for Indigenous peoples

How to complete it

Trainees can complete the Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource on RACP Online Learning.

Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in TMP.

RACP Health Policy, Systems and Advocacy resource

Requirement

1 x RACP Health Policy, Systems and Advocacy resource, completed by the end of Advanced Training.

Description

This resource has been designed for Advanced Trainees, as an introduction to health policy, systems, and advocacy.

Estimated completion time: 5 hours.

Purpose

The resource aims to support Advanced Trainees in meeting the health policy, systems, and advocacy professional standard and underpinning competencies outlined in their specialty curriculum, and to enable connections between Advanced Trainees' own practice and the nature and attributes of local, national, and global health systems.

How to complete it

Trainees can complete the RACP Health Policy, Systems and Advocacy resource on RACP Online Learning.

Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in TMP.

RACP Communication Skills resource

Requirement
1 x RACP Communication Skills resource, completed by the end of Advanced Training, if not completed previously.
Description
The communication skills online resource is a self-directed resource covering communication skills and frameworks to help trainees work through everyday conversations they will have as a physician. Estimated completion time: 2.5 hours.
How to complete it
Trainees can complete the RACP Communication Skills resource on RACP Online Learning. Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

RACP Ethics resource

Requirement
1 x RACP Ethics resource, completed by the end of Advanced Training, if not completed previously.
Description
In this resource trainees will learn about, discuss and reflect on the main ethical issues facing physicians. Estimated completion time: 3.5 hours.
How to complete it
Trainees can complete the RACP Ethics resource on RACP Online Learning. Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

RACP Introduction to Leadership, Management and Teamwork resource

Requirement
1 x RACP Introduction to Leadership, Management and Teamwork resource, completed by the end of Advanced Training, if not completed previously.
Description
This resource supports trainee development in leadership, management and teamwork skills and work effectively in multi-disciplinary teams. Estimated completion time: 1 hour.
How to complete it
Trainees can complete the RACP Introduction to Leadership, Management and Teamwork resource on RACP Online Learning. Trainees will receive a certificate of completion on RACP Online Learning when they complete the resource. Completion of this requirement will automatically update in the Training Management Platform.

Advanced Life Support Course or equivalent

Requirement
1 x Advanced Life Support course or equivalent, completed by the end of Specialty Foundation phase.
Description
An Advanced Life Support (ALS) course or equivalent ensures that you have the skills to support patients requiring resuscitation. The RACP doesn't endorse any ALS course provider. Trainees should refer to the College's Minimum Standards for Resuscitation Competency for Basic Physician Trainees (Australian Trainees) and the ANZCOR Guidelines for Adult Advanced Life Support (Aotearoa New Zealand trainees).
How to complete it
Trainees are to provide evidence of course completion via TMP assessment requirements tab. Retrospective approval of an ALS course that was completed within 24 months of starting Advanced Training can be granted upon proof of completion.

Recommended resources

- RACP Research Projects resource
- RACP eLearning resources
- RACP curated collections

Teaching

Supervision

Rotation supervisors

Trainees are to have 1 x supervisor per rotation who is a Fellow of the AFOEM. Trainees need to have a minimum of two different supervisors over the course of Advanced Training

Nominating eligible supervisors

Trainees will be asked to nominate rotation supervisors as part of their rotation plan. Trainees are required to nominate eligible supervisors who meet the above requirements.

A list of eligible supervisors can be found on MyRACP. The list is not available for post-Fellowship trainees. Post-Fellowship trainees can contact us to confirm supervisor eligibility.

Regional Training Program Director

Trainees are to have 1 x Regional Training Program Director during the course of Advanced Training.

The Regional Training Program Director is assigned as an Education Supervisor in TMP to review the second and fourth progress reports of each training phase.

The Regional Training Program Director is a useful resource for trainees and should remain in the new program to support trainees per state. A list of Regional Training Program Directors per state is provided here Advanced Training Supervision.

Research project supervisor

Trainees are to nominate 1 x research project supervisor over the course of Advanced Training. Recommended to be nominated before the specialty consolidation phase.

The research project supervisor guides trainees with their project choice, method, data analysis and interpretation, and quality of written and oral presentation.

More information about this role can be found in the Advanced Training research project guidelines.

Assessment

Assessment blueprint

This high-level assessment program blueprint outlines which of the learning goals *could be* and *will be* assessed by the assessment tools.

	Assessment tools						
Learning goals	Learning capture	Observation capture	Progress report	Research project	Ramazzini Prize Presentation	OEM consolidation written examination	OEM consolidation Practical examination
1 Professional behaviours	Could assess	Could assess	Will assess	Will assess	Will assess	Could assess	Will assess
2 Team leadership	Could assess	Could assess	Will assess	x	x	x	x
3 Supervision and teaching	Could assess	Could assess	Will assess	x	x	x	x
4 Quality improvement	Could assess	Could assess	Will assess	Could assess	Could assess	x	Could assess
5 Clinical assessment, investigation, and management	Could assess	Could assess	Will assess	x	x	x	Will assess
6 Communication with workers, patients, communities, third parties and other stakeholders	Could assess	Could assess	Will assess	x	Will assess	x	Will assess
7 Analysis and application of data	Could assess	Could assess	Will assess	x	Could assess	x	Could assess
8 Occupational and environmental screening, surveillance and investigations	Could assess	Could assess	Will assess	x	x	x	Could assess
9 Hazard identification and risk assessment	Could assess	Could assess	Will assess	x	x	x	Will assess
10 Fitness for work assessment	Could assess	Could assess	Will assess	x	x	x	Will assess

	Assessment tools						
Learning goals	Learning capture	Observation capture	Progress report	Research project	Ramazzini Prize Presentation	OEM consolidation written examination	OEM consolidation Practical examination
11 Key clinical systems of occupational and environmental medicine	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Will assess
12 Health promotion and illness prevention	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess
13 Hazard recognition, evaluation and control of risk	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Will assess
14 Policy development and workplace relations	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess
15 Business continuity, disaster preparedness and emergency management	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess
16 Environmental issues in occupational and environmental medicine	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess
17 Occupational health and safety, and legislation	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess
18 Epidemiology and causation	Could assess	Could assess	Will assess	Could assess	Could assess	Will assess	Could assess

Learning capture

Requirement

12 x learning captures per phase of training, minimum 1 per month.

Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).

Description

The learning capture is a work-based assessment that involves a trainee capturing, and reflecting on, professional development activities, including evidence of work-based learning linked to specific learning goals.

Purpose

The learning capture assists trainees to reflect on experiences, promotes critical thinking, and connects these to a trainee's learning goals and professional development. It is also a valuable mechanism for trainees to enhance their understanding of complex topics and less common experiences that may be difficult to encounter in traditional training.

Targeted learning captures – report writing
To sufficiently address the program learning goals, of the 12 learning captures per phase, a minimum of 2 learning captures per phase should focus on written reports (equivalent of one every 6 months; a total of 6 targeted learning captures over the three years of training). Trainees should prepare and submit written reports via the learning capture and flag the learning capture for review by their supervisor or other appropriate assessor.

Of the 6 targeted learning captures over the course of training:

- at least one fitness for duty or other medico-legal report is to be submitted in the specialty foundation phase; and
- at least one fitness for duty or other medico-legal report is to be submitted in the specialty consolidation phase; and
- at least two fitness for duty or other medico-legal reports in the transition to fellowship phase.

Each learning capture involving a report should be reviewed by the rotation supervisor or other appropriate assessor, to ensure that trainees receive feedback on their report writing.

The reports submitted are to be commensurate with the trainee's phase of training and appropriately de-identified. Each report must be unique and repeat submissions of the same or very similar reports are not permitted. Generative Artificial Intelligence cannot be used in the formulation of any written report.

Trainees may be requested to undertake a greater number of learning captures by their supervisors, the training program directors and/or the training committee if they need additional training support.

How to complete it

The learning capture is completed via TMP under the assessment requirements tab.

For more information on how to complete a learning capture review the training resources.

Observation capture

Requirement
12 x observation captures per phase of training, minimum 1 per month. *Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).*
Description
An observation capture is a work-based assessment which provides a structured process for trainees to demonstrate their knowledge and skills in real-time workplace situations, while assessors observe and evaluate performance.
Purpose
The purpose of the observation capture is to assess skill development, track progress, and provide targeted feedback for improvement for trainees against specific learning goals. If the trainee is in a remote setting, observation captures may also be achieved through telemedicine/video conferencing. Trainees may be requested to undertake a greater number of observation captures by their supervisors, the training program directors and/or the training committee if they need additional training support.
How to complete it
Observation captures are completed via TMP under the assessment requirements tab. For more information on how to complete an observation capture review the training resources.

Progress report

Requirement
4 x progress reports per phase of training, minimum 1 every 3 months. *Refer to RACP Flexible Training Policy for further information on part-time training (item 4.2).*
Description
A progress report is an assessment that documents trainees' and supervisors' assessment of trainee progress against the training program learning goals over a period of training.
Purpose
Progress reports assess knowledge and skill development, track progress against the phase criteria, and provide targeted feedback for improvement.
How to complete it
Progress reports are completed via TMP under the assessment requirements tab. Trainees must: • self-assess against the program's learning goals • record any leave taken during the covered training period • provide summary comments about the rotation The Regional Training Program Director (TPD) must also review the second and fourth progress reports of each training phase (at the six- and twelve-month milestones). For more information on how to complete a progress report review the training resources

Research project

Requirement
1 x research project over the course of Advanced Training.
Description

The research project should be one with which the trainee has had significant involvement in designing, conducting the research and analysing data. Trainees may work as part of a larger research project but must have significant input into a particular aspect of the study.
 	
Research projects are not required to be specialty-specific but are required to be broadly relevant to trainees' area of specialty. Broadly relevant can be defined as topics that can enhance, complement and inform trainees' practice in the chosen specialty.
 	
Three research project types are accepted:
• research in:
  ○ human subjects, populations and communities and laboratory research
  ○ epidemiology
  ○ education
  ○ leadership
  ○ medical humanities
  ○ areas of study which can be applied to care of patients or populations
• audit
• systematic review

The trainee must have a research project supervisor who may or may not be one of their rotation supervisors.

The research project is marked by the training committee as pass, fail or resubmit and trainees receive qualitative feedback about their project. The research project should be submitted for marking by the end of the specialty consolidation phase to allow time for resubmission in the transition to Fellowship phase if the project is unsatisfactory.

Purpose

The research project enabled trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

How to complete it

Detailed information on how to complete the research project can be found in the Advanced Training research project guidelines and can be submitted via TMP under the assessment requirements tab.

For more information on how to submit an Advanced Training Research Project review the training resources.

There are 3 submission deadlines each year for Advanced Training Research Projects. Trainees may submit their research project at any time; however, submissions received between deadlines will be distributed for review after the next published deadline.

Deadlines: 30 March, 30 May, or 1-15 September (submission window).

Ramazzini presentation

Requirement

1 x Ramazzini Prize abstract submission and presentation over the course of Advanced Training.

Description

Your presentation is to be based on your Advanced Training Research Project, assessing:

- your communication skills
- the scientific quality of the Research Project
- your research methodology
- the presentation as a whole

See full details on the Ramazzini Prize.

Trainees are required to submit an abstract and then present their work to colleagues during a formal meeting.

Abstract

Word length: 250 words maximum.

For format requirements, refer to the Ramazzini Prize abstract guidelines.

Presentation

Time length: 15 minutes maximum, including question time.

For practical advice on planning and presenting, see the Ramazzini Prize presentation guide.

Trainees will be assessed on their:

- general presentation skills
- ability to communicate occupational and environmental medicine ideas and principles to your peers
- ability to answer occupational and environmental medicine questions in a public forum of peers

Purpose

All Occupational and Environmental Medicine Advanced Trainees must make a formal presentation for the Ramazzini Prize, in conjunction with the Annual Training Meeting. .

How to complete it

Trainees must submit an abstract prior to 31 January on the year they want to present.

An ATRP and the Ramazzini presentation can be undertaken while on interruption of training.

Submit your application form and abstract (DOC) in PDF format via the TMP under the assessment requirements tab.

Abstracts received that aren't in the required format will be returned to trainees for revision.

AFOEM Consolidation Written Examination

Requirement
1 x AFOEM Consolidation Written examination prior to Transition to Fellowship phase
Description
Trainee knowledge in occupational and environmental medicine is examined through scenario-based questions requiring extended responses.
Purpose
To assess trainee competency in occupational and environmental medicine.
How to complete it
See AFOEM Consolidation Written Examination for a comprehensive guide on the examination process and key dates.

AFOEM Consolidation Practical Examination

Requirement
1 x AFOEM Consolidation Practical examination prior to Transition to Fellowship phase
Description
This practical examination tests your clinical skills in occupational and environmental medicine.
Purpose
To assess trainee competency in occupational and environmental medicine.
How to complete it
See AFOEM Consolidation Practical Examination for a comprehensive guide on the examination process and key dates.

Roles and responsibilities

Advanced Trainee

Role
A member who is registered with the RACP to undertake one or more Advanced Training programs.
Responsibilities

• Maintain employment in accredited and/or approved training settings in accordance with training program requirements.
• Act as a self-directed learner:
  ○ be aware of the educational requirements outlined in the relevant curricula and education policies
  ○ actively seek and reflect on feedback from assessors, supervisors, and other colleagues
  ○ plan, reflect on, and manage learning and progression against the curricula standards
  ○ adhere to the deadlines for requirements of the training program.
• Actively participate in accreditation activities undertaken by the RACP.
• Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Rotation supervisor

Role
A consultant who provides direct oversight of an Advanced Trainee during a training rotation.
Responsibilities

• Be aware of the educational requirements outlined in the relevant curricula and education policies.
• Oversee and support the progression of Advanced Trainees within the setting:
  ○ assist trainees to plan their learning during the rotation
  ○ support colleagues to complete observation captures with trainees
  ○ provide feedback to trainees through progress reports.
• Actively participate in accreditation activities undertaken by the RACP.
• Complete the annual Physician Training Survey to assist the RACP and training settings with ongoing quality improvement of the program.

Assessor

Role

A person who provides feedback to trainees via the Observation Capture or Learning Capture tool. This may include consultants and other medical professionals, allied health professionals, nursing staff, patients and their families, administrative staff, and consumer representatives.

Responsibilities

- Be aware of the learning goals of the training program.
- Provide feedback to support the progression of Advanced Trainees within the setting:
  - Complete Observation Captures.
  - Provide feedback on Learning Captures as required.

Progress Review Panel

Role

A Progress Review Panel is a group convened to meet and make evidence-based decisions on trainees' progression through training.

Progress Review Panels ensure the integrity and transparency of progression and completion decisions related to Basic and Advanced Trainees.

Panels are considered experts in the training program, including the curriculum standards, requirements, and administration of the program.

Responsibilities

1. **Make decisions on progression** for all trainees in a training program. The panel will assess if trainees have met or are on track to meet the expected standard for their phase of training, including the completion of learning, teaching and assessment requirements.

2. **Manage trainee conditions to enable trainees to progress** by reviewing trainee performance. Where required, panels will set conditions for trainees to meet, with the goal of helping trainees achieve the program learning goals and progression or completion criteria.

Types of Progress Review Panels

There are two types of RACP Progress Review Panels:

- Primary panel: A primary Progress Review Panel is an RACP committee supported by an RACP staff member. Primary panels are existing Training Program Committees/Subcommittees and will have Progress Review Panel functions included as part of their operations and delegations.
- Secondary panel: These are local panels typically set up within a specific training setting, network, or geographic area. These panels will make progression decisions on behalf of the Training Program Committee and manage conditions placed on trainees.

Trainees will be able to review the panels they are assigned to in the TMP.

Trainee progress decisions, conditions and feedback

- Panels will monitor and review trainee progress and make a phase progression decision.

- Panels may add training conditions that trainees need to meet to progress in training or during their next phase of training.
- Trainees will be able to view progression decisions, conditions and panel feedback on the trainee progress tab in TMP.

RACP oversight committees

Role
RACP-administered committees with oversight of the Advanced Training Program in Australia and New Zealand. This includes the relevant training committee and/or Aotearoa New Zealand training subcommittee.

Responsibilities

- Oversee implementation of the Advanced Training program in Australia and Aotearoa New Zealand:
    - Manage and contribute to the review of program requirements, accreditation requirements, and supervision requirements.
    - Monitor implementation of training program requirements.
    - Implement RACP education policy.
    - Oversee trainees' progression through the training program.
    - Monitor the accreditation of training settings.
    - Case manage trainees on the Training Support pathway.
    - Review progression and certification decisions on application in accordance with the RACP Reconsideration, Review, and Appeals By-Law.
- Work collaboratively with secondary Progress Review Panels, where applicable to ensure the delivery of quality training.
- Provide feedback, guidance, recommendations, and reasoning for decision making to trainees and supervisors.
- Declare conflicts of interest and excuse themselves from decision making discussions when conflicts arise.
- Report to the overseeing RACP committee as required.

Resources

See RACP Online Learning for new curricula training and support resources.

For trainees

- Education policies
- Trainee support
- Trainee responsibilities
- Accredited settings
- Training fees

For supervisors

- Supervisor Professional Development Program
- RACP Research Supervision resource
- RACP Training Support resource
- RACP Creating a Safe Workplace resource