



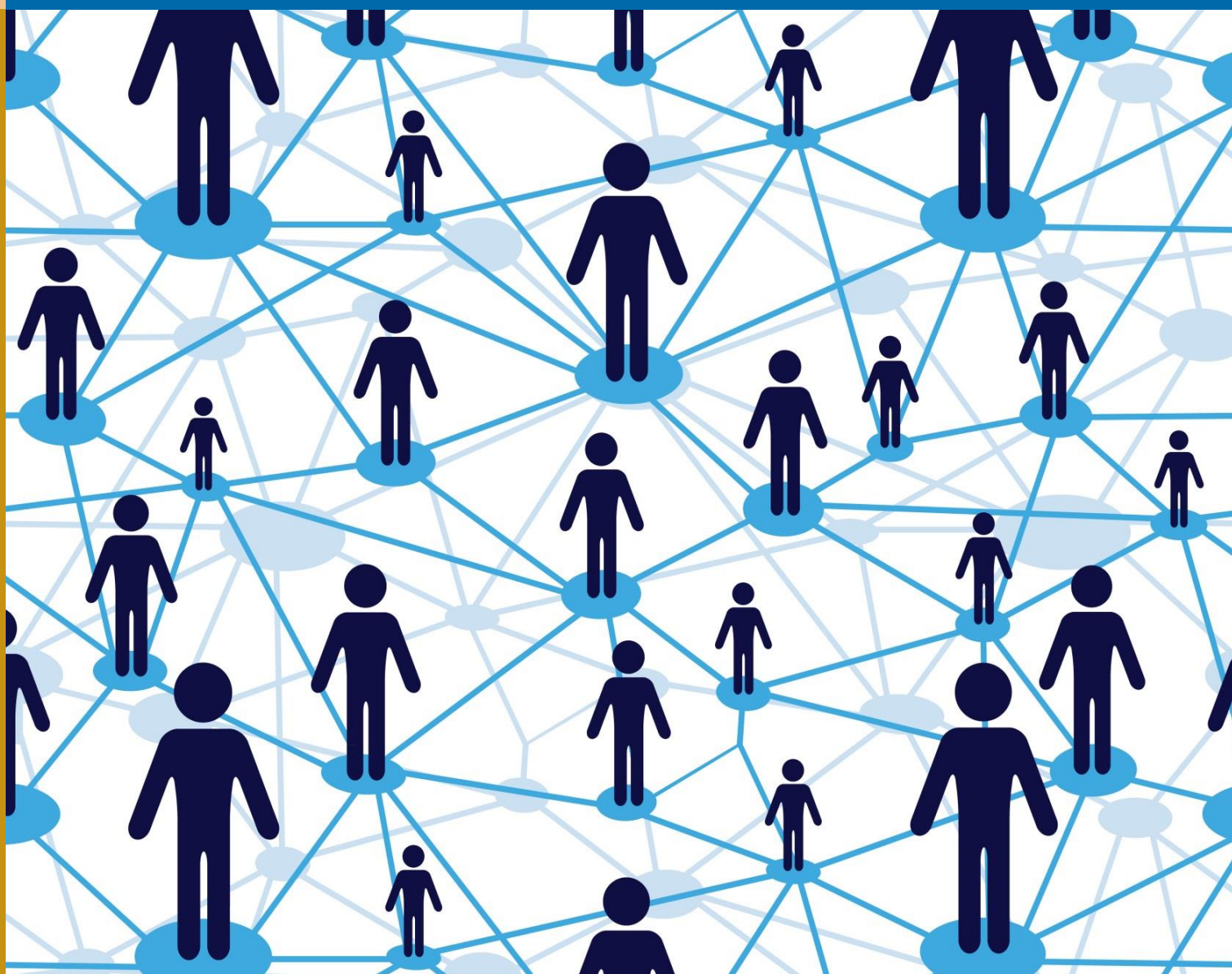
RACP
Specialists. Together
EDUCATE ADVOCATE INNOVATE

Physician Readiness for Expert Practice

Advanced Training in Public Health Medicine

2019–20 Program Requirements Handbook

Australasian Faculty of Public Health Medicine



About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Public Health Medicine Program.

Satisfactory completion of these requirements is necessary for admission to Fellowship or completion of post-Fellowship training.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2019–20 Program requirement updates

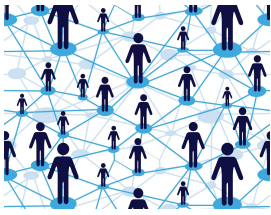
Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee's plan for training will be implemented following an extended period of notice. It is the trainee's responsibility to ensure that they are following the correct handbook. They must also ensure that they are familiar with current RACP [education policies](#) and processes, such as those for [dual trainees](#).

Changes to program requirements for 2019–20	Rationale for changes
Professional Qualities Reflection (PQR) Increase from 2 to 3 over course of training.	To align with other assessment requirements.
Trainee Videoconferencing More flexible specification of recommended sessions.	To reduce the burden on trainees and session organisers.
Workplace Reports Trainees who receive RPL for their Research Project need to submit an additional WPR in place of this.	To ensure trainee's progress is adequately monitored.

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Public Health Medicine

Public Health Medicine is a medical specialty primarily concerned with the health and care of populations. Public Health Physicians are trained in both public health medicine and clinical medicine and their work includes health promotion, prevention of disease and illness, assessment of a community's health needs, provision of health services to communities, and research.

Program overview

Advanced Training provides a 'depth' of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

Program	Advanced Training in Public Health Medicine
Overseeing committee(s)	Faculty Education Committee in Public Health Medicine
Entry requirements	<ul style="list-style-type: none"> • Current medical registration • At least three years post-graduate medical experience • Completed Master of Public Health (or equivalent) • Appointment to an appropriate Advanced Training position
Minimum duration	3 years (full-time equivalent (FTE))
Curricula	<ul style="list-style-type: none"> • Download the Public Health Medicine Advanced Training Curriculum (PDF 1MB) • Download the Professional Qualities Curriculum (PDF 1MB)
Qualification	Fellowship of the Australasian Faculty of Public Health Medicine (FAFPHM)

Quick links

- [Apply or re-register](#)
- [Program requirements overview](#)
- [Important dates](#)
- [Advanced Training Portal](#)
- [Accredited training sites](#)
- [Part-time training](#)
- [Membership fees \(including training fees\)](#)
- [Supervision](#)
- [Download the Advanced Training supervisor amendment form \(.doc 153KB\)](#)
- [Download the Advanced Training interruption of training form \(.doc 1.1MB\)](#)

Learning and assessment tool forms

Learning Contract Report

- [Download the Public Health Medicine Learning Contract Report \(.doc 228KB\)](#)
- [Download the Public Health Medicine Sample de-identified Learning Contract Report \(PDF 828KB\)](#)

Contact us

Phone: +61 2 8247 6286
 Email: PublicHealth@racp.edu.au

Apply for Advanced Training

Eligibility

New trainees can apply for Advanced Training in Public Health Medicine once they have met the entry criteria below.

1. General medical registration

Applicants in Australia must have full medical registration with the Medical Board of Australia.

Applicants in New Zealand must have medical registration with general scope of practice with the Medical Council of New Zealand (MCNZ) and a current practising certificate.

2. At least three years post-graduate medical experience

- Internship year (i.e. regular face to face clinical patient contact)
- At least 1 year full time equivalent clinical experience (i.e. regular face to face patient contact) in addition to an Internship
- May include up to one year of a full time Master of Public Health (or equivalent)

3. Completed Master of Public Health (MPH) (or equivalent)

All MPH courses must be of the form of an assessed course rather than an attendance course.

A completed MPH (or equivalent) that satisfies the five AFPHM compulsory core discipline areas is now mandatory, prior to commencement of training.

AFPHM compulsory core discipline areas

- Epidemiology
- Biostatistics
- Health Protection (includes Environmental Health and/or Communicable Disease Prevention and Control)
- Health Promotion
- Health Policy, Planning or Management

4. Appointment to an approved public health training position

Applicants must have secured an approved training position in an accredited training site before they commence their training. AFPHM is not able to offer or arrange training posts for trainees; however, [Regional Education Coordinators \(REC\)](#) may be aware of positions available in their area and may assist you.

Please note that the AFPHM Part I Entry Requirements: Entry Application and MPH Review letter might be required when applying for PHM positions. Please refer to [eligibility criteria](#).

Advanced Training positions

Training needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.

Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Approval and certification of training

Once trainees have secured a training position, they must prospectively apply for approval as per the [Progression through Training Policy](#).

Approval of training periods will be determined by the overseeing committee. To be approved, a trainee's individual training program must be consistent with the training requirements and appropriate for the stage in training.

Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee's progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

Prospective changes to approval of training

Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.

Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations, periods of overseas training, and flexible training arrangements.

How to apply

1. Check eligibility

Download, complete and submit the following forms to check your eligibility to apply for entry to the Advanced Training in Public Health Medicine Program.

- [Eligibility to join the Advanced Training in Public Health Medicine Program application form \(.doc 266KB\)](#)
- [Public Health Medicine Master of Public Health Mapping Exercise Form \(.doc 285KB\)](#)

Application for assessment of eligibility to join the Advanced Training in Public Health Medicine Program should be submitted at least 3 months before applying for entry to the program as the confirmation of eligibility process can be lengthy.

The overseeing committee will assess your eligibility to apply and contact you with the outcome.

2. Apply to commence the program

Once the overseeing committee has found you eligible to apply to commence the Advanced Training in Public Health Medicine Program, download, complete and submit the: [Application to commence the Advanced Training in Public Health Medicine Program \(.doc 317KB\)](#)

As a part of your application, you will need to:

- Secure an approved Advanced Training in Public Health Medicine position
- Identify a [supervisor](#)
- Identify a [mentor](#)

The Application to Commence Training (ATCT) must be submitted within 12 months of receiving confirmation of eligibility for training in the Advanced Training in Public Health Medicine Program.

Note that trainees may apply for assessment of eligibility and entry to the program (i.e. to commence training) simultaneously if they wish.

3. *Apply for approval of your training (for both new and current trainees)*

After the overseeing committee has approved you to commence training, you will need to apply for approval of your training. Download, complete and submit the [Public Health Medicine Learning contract \(.doc 114KB\)](#)

You, your supervisor, and your mentor must all sign your Learning Contract. The overseeing committee will assess and approve your Learning Contract.

Both new and current trainees must submit a Learning Contract for each new position.

For more information [download the Public Health Medicine Learning Contract Information and Instructions \(PDF 163KB\)](#).

College training program resources

This handbook should be used alongside the following resources.

Curricula

RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- [Download the Public Health Medicine Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Professional Qualities Curriculum \(PDF 1MB\)](#)

AFPHM Training Portal

Resources for many of the requirements of this training program can be accessed through the [AFPHM Training Portal](#). These include:

- summary of training assessments completed
- online teaching and learning, formative and summative assessment tools
- information sheets, workflows, rating forms and interactive video tutorials for online tools

Education policies

[Education policies](#) underpin all training requirements.

Key education policies include the following:

- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

Variations in training and flexible training options

[Variations in training](#) processes cover dual, joint, conjoint and post-fellowship training.

[Flexible training option](#) information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

All trainees are adult learners who must understand [trainee responsibilities](#) and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their [Education Officer](#) and the [Training Support Unit](#).

The Training Support Unit has [Resources](#) for trainees, covering topics including learning support and mentoring.

Supervisor roles and responsibilities

[Supervision](#) in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs [supervisor workshops](#) to help develop required skills for this role.

Accreditation of settings

Core training is usually conducted in training positions at [accredited training sites](#) that have been accredited by the overseeing committee.

eLearning@RACP

[eLearning@RACP](#) is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

Admission to Fellowship

Trainees are eligible to be admitted to Fellowship Australasian Faculty of Public Health Medicine on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

New Fellows will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, individuals who complete training are issued a letter confirming the completion of their training. Fellows who complete another training program subsequent to admission to Fellowship receive a letter confirming all of the RACP training programs that they have completed.

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a [Continuing Professional Development \(CPD\) program](#).

Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion.

Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of rotations, course work and other requirements, such as minimum overall duration of training.

Assessments and Suggested Completion Periods				
Assessments		Units/Months 0–12 Training Year 1	Units/Months 13–24 Training Year 2	Units/Months 25–36 Training Year 3
Formative Assessment	One Oral Presentation Assessment (suggest completion in year 1)	✓		
	Three Direct Observation of Practical Professional Skills (one per year)	✓	✓	✓
	Three Professional Qualities Reflections	✓	✓	✓
Summative Assessment	Two Oral Presentation Assessments (one per year in years 2 and 3)		✓	✓
	<i>Trainees who commenced training from 2017 onwards</i> Two Workplace Reports and one Research Project			
	<i>Trainees who commenced training before 2017</i> Three Workplace Reports	✓	✓	✓
	<i>For trainees who have been granted Recognition of Prior Learning (RPL) for their Research Project</i> Three Workplace Reports			

Program requirements overview

Core training (36 months)

Content

- [Public Health Medicine Advanced Training Curriculum](#)
- [Professional Qualities Curriculum](#)

Supervision

[Supervision](#) per period of training:

- 1 supervisor with FAFPHM (if workplace supervisor does not have FAFPHM, there must be a FAFPHM co-supervisor)
- 1 mentor with FAFPHM (unless special dispensation from the overseeing committee)

Work-based learning and assessment tools

Per year:

- 1 [Learning Contract \(minimum\)](#)
- [National Training Days](#) (recommended)
- [Trainee Videoconferencing sessions](#) (recommended)

Over the course of training:

- 3 [Direct Observation of Practical Professional Skills](#) (DOPPS)
- 1 [Learning Contract Report](#) for each Learning Contract
- 1 [Oral Examination](#)
- 1 *formative* [Oral Presentation Assessment](#)
- 2 *summative* [Oral Presentation Assessments](#)
- 3 [Professional Qualities Reflections](#)
- [Research Project](#)
 - 1 Research Project (for trainees who commenced from 2017 onwards)
- [Workplace Reports](#)
 - 3 Workplace Reports (for trainees who commenced training before 2017)
 - 2 Workplace Reports (for trainees who commenced training from 2017 onwards)
 - 3 Workplace Reports (for trainees who have been granted RPL for their Research Project)

Time-based requirements - Training time and rotations

Purpose

To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

Total training time

3 years (36 months FTE)

Definition of training

The Advanced Training in Public Health Medicine Program does not have specified core or non-core training, or formal rotations. Rather, trainees are required to find one or more approved training positions over the course of their training that provide exposure to training opportunities that span the curriculum.

Trainees may be employed at an individual training position, meaning that they are based at one primary or base location for the entire placement. In this situation, the trainee may be required to travel to other locations to participate in learning opportunities and/or service provision. Typically, a trainee will have one overarching supervisor for the entire placement.

Trainees may be employed in a network training position, meaning that they are based at one location for a set period of time (minimum of three months), and at the end of this period they rotate to another facility or work location. In some cases, but not all, the trainee may have a different supervisor for each rotation.

Clinical or laboratory work during training

The overseeing committee recognises that some training positions may require a certain amount of clinical and/or laboratory work. This may be necessary on a week-to-week basis, or may consist of brief periods of full-time work (for example, as part of a research initiative). This work, in the judgement of the overseeing committee, must relate qualitatively to the public health work of the trainee.

Clinical work in a training position is defined as seeing patients face to face, including treatment of these individuals.

Clinical and/or laboratory work during Advanced Training may be made up of:

- One third of the total amount of time/hours an individual trainee works per week (if the amount of clinical and/or laboratory work exceeds this limit, public health training will be regarded as conducted on a part-time basis, the proportional rate being at the discretion of the overseeing committee)
OR
- limited periods of more than one-third of the working week for special projects or research initiatives; in such cases, the maximum period permitted of greater than one-third clinical and/or laboratory work per week is one unit/month.

Public health work must be two thirds of the total amount of time/hours an individual trainee works per week.

Over the course of three years of training, clinical and/or laboratory work may not exceed a total of 12 units/months. Applicants and trainees seeking to include clinical or laboratory work in their training programs must provide details of this experience in their Learning Contracts and obtain prospective approval from their REC and the overseeing committee.

Credit for PhD study

Trainees may include a maximum of 12 units/months of PhD-related activity in their training program. The REC and overseeing committee must prospectively approve their training plan by assessing the relevance of the PhD to the AFPHM competency areas. All standard application and assessment procedures apply.

Time-based requirements - Training time and rotations

Credit for other studies

Trainees may apply to have a maximum of 3 units/months of coursework accredited during training, provided that the coursework is in a competency area that represents a gap in training and one that cannot be met during the overall training program. This must be approved prospectively by the REC and overseeing committee.

Training time in Australia/New Zealand

Trainees may complete up to (a total of) 12 months in overseas placements. Two years (24 units/months) must be completed in Australia or New Zealand. Overseas training must be approved prospectively by the REC and the overseeing committee.

Supervision requirements

Purpose

To provide trainees with appropriate support and guidance to complete the training program.

Training

A trainee is required to have:

- 1 supervisor per public health training post (if workplace supervisor does not have FAFPHM, there must be a FAFPHM co-supervisor)
- 1 mentor with FAFPHM over the course of training

The REC for each state/jurisdiction will oversee the trainee's work experience.

Supervisor

A trainee's supervisor must be:

- A person with direct responsibility for overseeing the trainee at their workplace
- A Fellow of AFPHM

If it is not possible for the supervisor to be a Fellow of AFPHM, the supervisor can be a:

- Non-medical public health practitioner
- Specialist in another field of medicine
- Scientist or researcher in a public health area (such as health economics, biostatistics, or health services evaluation)

If the workplace supervisor does not have FAFPHM, there must be a FAFPHM co-supervisor.

The supervisor will:

- Assess and report on the trainee's training
- Establish a learning plan and Learning Contract with the trainee
- Meet with the trainee fortnightly to review performance and provide constructive feedback to help the trainee to meet the competencies for Advanced Training in Public Health Medicine.

Trainees should discuss their choice of supervisor with their REC.

Mentor

The mentor:

- Provides an overview of the training and the trainee's development as a public health physician
- Does not need to be in the state in which the trainee is currently training
- Is the first contact if the trainee is having difficulty with training or assessment items
- Must be a Fellow of AFPHM (unless special dispensation from the overseeing committee)

Supervision requirements

The trainee's mentor will:

- Sign off on the Application to Commence Training (ATCT), Learning Contracts (LC) and Learning Contract Reports (LCR)
- Be familiar with training program requirements
- Be available for regular communication with the trainee

Trainees should discuss their choice of mentor with their REC.

Regional Education Coordinator (REC)

Each State and Territory has a senior Fellow of the AFPHM who acts as the REC. The role of the REC is to:

- Advise trainees and potential trainees of training opportunities in their state
- Discuss choice of supervisor and mentor with trainees
- Review all applications and supervisor reports and present them to the Faculty Education committee
- Assist in remediation for trainees where appropriate
- Attend the Faculty Training Committee meetings
- Keep regional committees informed of training matters

To get in contact with the state REC, trainees should contact the [Education Officer](#)

More information

- [The role of Public Health Medicine supervisors](#)
- [Supervision of training](#)
- [Becoming a supervisor](#)
- [Download the Advanced Training supervisor amendment form \(.doc 153KB\)](#)

Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College's formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee's performance. The College's formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

Summative assessments focus on judgements about trainee progression, resulting in pass or fail decisions on a trainee's performance.

Direct Observation of Practical Professional Skills (DOPPS)

Purpose

To provide an opportunity for trainees to receive practice and feedback on practical skills that are commonly required in public health.

Requirement

Three over the course of training – one recommended per year of training

The type of work that may be suitable for assessment includes chairing a meeting, speaking at a community forum, conducting an environmental audit or a site inspection, or doing a media interview. Other activities may also be suitable and should be discussed with the supervisor.

More information

- [AFPHEM Advanced Training Portal](#) (Online Tools)

Learning Contract (LC)

Purpose

To summarise the negotiated workplace-based projects and activities that will contribute to learning outcomes in a given period of training.

Requirement

At least one per 12 months of training to be submitted within 4 weeks of commencing a training position.

A LC is written by the trainee at the commencement of a period of training (at least annually) and includes a description of professional roles, activities and projects that will be carried out in that period and their links to the competencies of the Public Health Medicine Advanced Training Curriculum.

It is a negotiated document, drawn up through consultation between an Advanced Trainee in Public Health Medicine and his/her supervisor who is familiar with the workplace learning opportunities.

All Advanced Trainees in Public Health Medicine must complete a LC within the early weeks of commencing the period of training, giving them time to scope out the learning plan. If possible, Advanced Trainees in Public Health Medicine should begin negotiating a LC with their supervisor as soon as the position is confirmed (even before actual commencement of employment).

Learning Contract (LC)

The LC covers a maximum period of 12 months training and documents the learning outcomes that are agreed upon by both parties for the period of training, to ensure the training curriculum is addressed. Trainees who rotate placements or move to a new position must notify the College of the move, and the current LC must be signed off (see Learning Contract Report information below) and a new Learning Contract developed.

The document, once finalised through a review process between trainee and supervisor, is submitted to the overseeing committee for approval.

Note: For each new period of training (at least once a year), a new LC needs to be drawn up and approved by the relevant supervisor/s and mentor.

More information

- [Learning and assessment tool forms](#)

Learning Contract Report (LCR)

Purpose

To review learning outcomes associated with the projects and activities undertaken in the placement.

Requirement

One LCR for each LC, due within 6 weeks of completing a position

A LCR is completed by the trainee towards the end of each training period (at least annually). This report summarises all the activities and projects the trainee actually undertook during the period, with reference to those planned in the trainee's LC at the beginning of the period. It details the outcomes of these activities and examines how they link to the learning objectives outlined in the Public Health Medicine Advanced Training Curriculum.

The LCR includes:

- a retrospective account of the professional roles, activities and projects that link to the learning objectives of the Curriculum
- outputs from the projects which demonstrate progress across competencies
- training and conferences attended
- reflection on the training period by trainee and supervisor
- submission dates of, and any known outcomes from, assessments and teaching and learning requirements completed during the period
- signatures of the trainee, the supervisor and/or co-supervisor (if required), and the mentor.

The LCR must be submitted to the overseeing committee for certification. Progression to the next year of training is confirmed by the committee, and the trainee will be notified in writing of the outcome.

The LCR includes a summary of competencies by both project/activity and period of training, forming a cumulative record of competencies addressed throughout training. It is therefore useful for planning subsequent LCs to address learning needs.

More information

- [Learning and assessment tool forms](#)

National Training Days (NTDs)

Purpose

National Training Days (NTDs)

To support workplace-based learning and competency attainment.

Description

AFPHM National Training Days consist of several workshop sessions presented over one to two days. They feature a number of interactive workshops on identified public health topics and associated competencies that may not be readily available in some workplace settings.

Attendance at NTDs is recommended but not required.

Oral Examination

Purpose

To ensure trainees have knowledge of key areas in public health as per the Public Health Medicine Advanced Training Curriculum and are able to respond to real-life public health scenarios in a manner appropriate to a specialist in Public Health Medicine.

Requirement

Successful completion of one Oral Examination over the course of training (maximum of three attempts), towards the end of training and on completion of at least 29 units/months.

The Oral Examination is a summative assessment completed at or near the end of the training program. The material examined is chosen from key areas of public health as per the Advanced Training Curriculum.

Eligibility to take part in the Oral Examination

- Current medical registration equivalent to the eligibility requirements for entering the Advanced Training in Public Health Medicine Program
- At least 29 units/months of training by 1 December of the year of the Oral Examination
- Complete payment of examination fee by due date in order to guarantee a place at the Oral Examination.

In addition, by 31 July of the year in which the trainee will sit the Oral Examination:

- All Learning Contracts and Learning Contract Reports must be up to date.
- The following formative assessments must have been completed:
 - 1 formative Oral Presentation Assessment
 - 2 Direct Observation of Practical Professional Skills (DOPPS) assessments
 - 2 Professional Qualities Reflections (PQRs)
- The following summative assessments must have been completed with a Pass result:
 - 1 summative Oral Presentation Assessment
 - 2 Workplace Reports (WPR)
- Be fully current with all College training fees. Trainees with outstanding training fees will not be eligible to sit the Oral Examination unless they have made an application in writing to the Honorary Treasurer requesting special consideration.

Exam attempt limit

Trainees have a maximum of 3 attempts at the Oral Examination. Trainees who are unable to complete the Oral Examination within 3 attempts are not eligible to continue in training.

More information

- Download the Public Health Medicine Training Curriculum
- [Examinations page](#) of the College website

Oral Presentation Assessment

Purpose

Public health physicians are required to make oral presentations within a variety of settings, from presenting a research paper at a conference to addressing a public meeting about a contentious public health issue. The Oral Presentation Assessment is designed to provide an opportunity for practice that aligns with these professional demands, as well as assess learning objective 1.2.9 of the Public Health Medicine Advanced Training Curriculum: Communicate effectively through oral discussion and presentations.

Formative assessment

Requirement

One oral presentation on a public health topic over the course of training, recommended to be completed in the first year of training, due by the end of Advanced Training; additional presentations as desired.

The Oral Presentation Assessment is an assessment of an organised oral presentation of at least 10 minutes duration, with additional time (a minimum of five minutes) set aside for questions/discussion, delivered by the trainee to an audience and assessed by two AFPHM Fellows. The assessors provide feedback to the trainee about their strengths and areas for improvement directly following the presentation.

Summative assessment

Requirement

Two over the course of training, recommended to be completed in each of the second and third years of training, due by the end of Advanced Training.

The Oral Presentation Assessment is an assessment of an organised oral presentation of at least 10 minutes duration, with additional time (a minimum of five minutes) set aside for questions/discussion, delivered by the trainee to an audience and summatively assessed by two AFPHM Fellows. The assessors should not include the trainee's supervisor and should be two Fellows of the AFPHM.

The assessors mark the presentation separately and then confer to develop a Consensus Marking Form. Feedback is given to the trainee and the Consensus Marking Form is submitted via the AFPHM Advanced Training Portal and by email to PublicHealth@racp.edu.au.

The Gerry Murphy Oral Presentation Assessment at the local or regional level may be used for the summative Oral Presentation Assessment, but a presentation given at the national competition is not.

More information

- [AFPHM Advanced Training Portal](#) (Online Tools)

Professional Qualities Reflection (PQR)

Purpose

To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

Requirement

Three over the course of training due by the end of Advanced Training.

More information

- Trainees should complete and submit the PQR via the [AFPHM Advanced Training Portal](#) (Online Tools)
- [Professional Qualities Reflection information sheet and workflow](#)

Trainee Videoconferences

Purpose

To support workplace-based learning and competency attainment.

Description

Various sessions per year; sessions are planned to occur on a monthly basis (recommended). AFPHM trainee videoconferences feature sessions by 'expert' speakers presenting alongside a Faculty trainee on a range of public health topics. Each session is up to 90 minutes in length. These are available for all Public Health Medicine trainees. Supervisors and mentors are also encouraged to attend.

Although a non-compulsory component of training, participation is highly recommended, especially for those trainees in rural or more isolated regions of Australia or New Zealand. These videoconferences support workplace-based learning and competency attainment.

Research Project and Workplace Reports

Research Project (for trainees commencing training in 2017 onwards only)

Purpose

To enable 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.

Requirement

For trainees who commenced training before 2017:

Not required - see Workplace Reports below.

For trainees commencing training in 2017 onwards:

One over the course of training due in any submission round any year before the end of Advanced Training

Submission round dates

- 1-15 March
- 1-15 June
- 15-29 September

The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by 29 September in their penultimate year of training to allow time for marking and resubmission of research projects initially marked 'Resubmit'.

More information

- [More information on Research Projects](#)
- [Research Projects eLearning@RACP module](#)
- [Education policies](#)

Workplace Reports (WPRs)

Purpose

To produce high quality written documentation providing evidence of the trainee's ability to undertake public health work across the spectrum of public health competencies and encounters in the Advanced Training in Public Health Medicine Program.

Requirement

For trainees who commenced training before 2017:

Three Workplace Reports, each with a pass result, over the course of training. WPRs can be submitted in any submission round in any year prior to the end of Advanced Training.

For trainees commencing training in 2017 onwards:

Two Workplace Reports, each with a pass result, over the course of training. WPR can be submitted in any submission round in any year prior to the end of Advanced Training.

For trainees who have been granted Recognition of Prior Learning (RPL) for their Research Project:

Three Workplace Reports, each with a pass result, over the course of training. WPR can be submitted in any submission round in any year prior to the end of Advanced Training

Submission round dates

- 1-15 March
- 1-15 June
- 15-29 September

Note that trainees wishing to sit the [Oral Examination](#) in November must have all eligibility requirements successfully completed by 31 July of that year. This means Workplace Reports should be submitted in the first round of the year in which they wish to sit the examination, to allow the report(s) to be marked in time.

The report on a project needs to be one in which the trainee has taken a major role. Examples include an outbreak investigation, analysis of routinely collected data, literature review for policy development, evaluation of public health policy.

Of the two or three reports:

- the trainee must be sole author of at least one Workplace Report
 - at least one Workplace Report must contain quantitative data analysis and interpretation
- only one Workplace Report can be a peer-reviewed publication (with the trainee as first author).

More information

- [AFPHM Advanced Training Portal](#) (Online Tools)

Important dates

January–June

Entry and Commencement:

- Eligibility to Join the Advanced Training Program form for new trainees should be submitted at least 3 months before applying for the program
- Application to Commence Training must be submitted within 12 months of receiving notification of eligibility into the program
- Application to Commence Training must be submitted within 4 weeks of commencing a position

Reminders:

- Learning Contracts due within 4 weeks of commencing a position
- Learning Contract Reports due within 6 weeks of completing a position

1 – 15 March

- Workplace Report/Research Project submission round one*

1-15 June

- Workplace Report/Research Project submission round two*

*NB: Trainees sitting the Oral Examination must have successfully passed two Workplace Reports by 31 July of the year in which they wish to sit the examination.

July–December

Entry and Commencement:

- Eligibility to Join the Advanced Training Program form for new trainees should be submitted at least 3 months before applying for the program
- Application to Commence Training must be submitted within 12 months of receiving notification of eligibility into the program
- Application to Commence Training must be submitted within 4 weeks of commencing a position

Reminders:

- Learning Contracts due within 4 weeks of commencing a position
- Learning Contract Reports due within 6 weeks of completing a position

31 July

- Eligibility for the Oral Examination determined

15 – 29 September

- Workplace Report/Research Project submission round three

Late October / Early November

- Oral Examination

More information

RACP policies

- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

RACP initiatives

- [Curated Collections](#) are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- [Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- [Pomegranate Health Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.

Useful contacts

Contact the College	
<p>Member Services Contact Centre First point of contact for general enquiries.</p>	<p>Australia Email: raccp@raccp.edu.au Phone: 1300 MyRACP 1300 69 7227</p> <p>New Zealand Email: raccp@raccp.org.nz Phone: 0508 MyRACP 0508 69 7227</p>

Other College contacts	
<p>Education Officers Education Officers administer the training program and can respond to training-related enquiries.</p>	<p>Email: publichealth@raccp.edu.au Phone: +61 2 8247 6286</p>
<p>Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</p>	<p>Australia Email: trainingsupport@raccp.edu.au Phone: +61 2 9256 5457</p> <p>New Zealand Email: trainingsupport@raccp.org.nz Phone: +64 4 472 6713</p>
<p>Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</p>	<p>Email: supervisor@raccp.edu.au Phone: +61 2 8076 6300</p>
<p>College Trainees' Committee The College Trainees' Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</p>	<p>Email: traineescommittee@raccp.edu.au</p>
<p>New Zealand Trainees' Committee The New Zealand Trainees' Committee represents and advocates on behalf of trainees.</p>	<p>Email: traineescommittee@raccp.org.nz</p>

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