

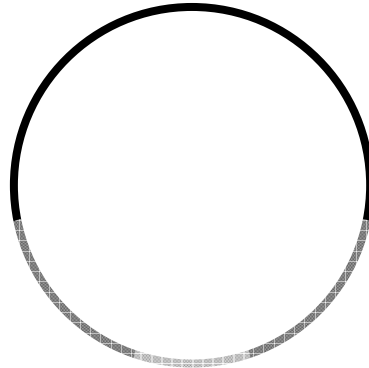
Building a modern Education Program

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**LEARNING OUTCOMES
= Competencies**



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AFPHM Competencies - organised into 15 Areas, grouped under 5 broad themes:

- *General professional practice competencies*
- *Cultural competencies*
- *Information, research, evaluation, and policy competencies*
- *Health promotion and disease prevention and control competencies*
- *Health sector development and organizational management competencies*

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- *General professional practice competencies*
 1. Professional development and self management competencies
 2. Communication, leadership and teamwork competencies

- *Cultural competencies*
 3. Universal cultural competencies
 - 4.a Māori health and Te Tiriti o Waitangi competencies
 - 4.b Aboriginal and Torres Strait Islander health competencies
 5. Ethnic minority health competencies

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- *Information, research, evaluation, and policy competencies*
6. Public health information and critical appraisal competencies
 7. Public health research and teaching competencies
 8. Health care and public health programme evaluation competencies
 9. Policy analysis, development and planning competencies

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- *Health promotion and disease prevention and control competencies*

10. Health promotion and community development competencies

11. Health protection and risk management competencies

12. Infectious disease prevention and control competencies

13. Chronic disease, mental illness, and injury prevention competencies

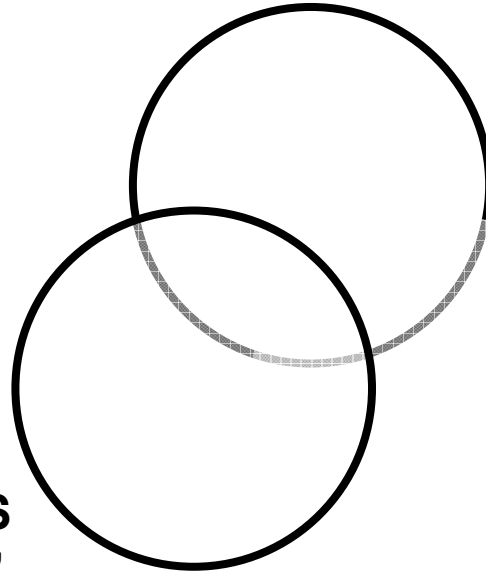
- *Health sector development and organizational management competencies*

14. Health sector development competencies

15. Organisational management competencies

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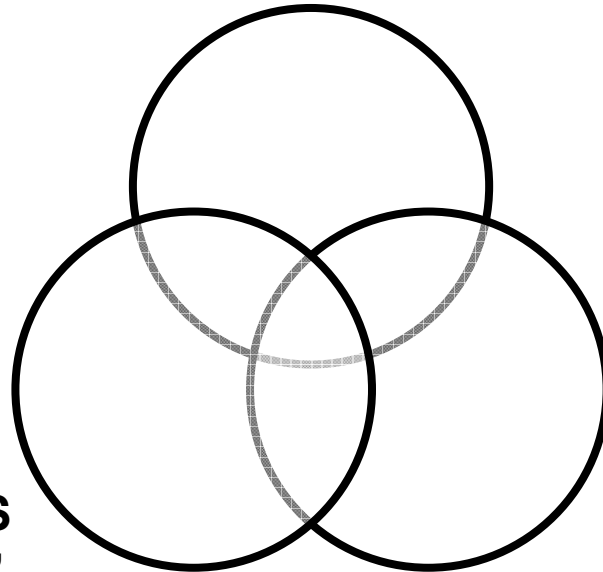
LEARNING OUTCOMES
= Competencies



ASSESSMENTS
= 'examination'

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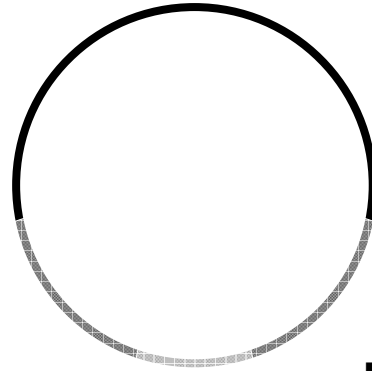
LEARNING OUTCOMES
= Competencies



ASSESSMENTS
= 'examination'

**LEARNING
ACTIVITIES**
= 'curriculum'

LEARNING OUTCOMES
= Competencies



ASSESSMENTS
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Constructive Alignment

Constructive Alignment

Biggs (2003, p. 27): 'When there is alignment between what we want, what we teach, and how we assess, teaching is likely to be much more effective than when it is not.'

Trainee-centred translation: 'When there is alignment between what we want Trainees to be able to do, how we allow them to learn, and how we assess whether they can do, learning is much more likely to be effective ... '

Biggs JB. Teaching for learning at university: what the student does. 2nd ed. Maidenhead: Society for Research into Higher Education & Open University Press.

Building a modern Education Program for the Faculty

