

The College has revised the Cardiology (Adult) Advanced Training program to place more emphasis on competency in training.

This includes:

- new curriculum standards summarised as defined learning goals, assessed throughout training.
- a new learning, teaching, and assessment structure in line with contemporary best practice in medical education.

The new curricula standards will provide trainees with more explicit guidance about the standard they need to meet and support them to focus their training on improving core competencies.

## 2024 transition year

Implementation of the new program will commence with a transition year in 2024, which will involve:

- first year trainees being enrolled under the new curriculum standards
- implementing the new program components that are able to be supported without changes to existing technology
- retaining the existing PREP work-based assessment tools for 2024

## Changes we're working on for 2025

### Technology

The new program will require a new education technology platform to support the change. Technology is anticipated to be available by 2025.

### Assessment tools

New assessment tools available in 2025 will directly link to the learning goals to ensure that trainees are able to demonstrate learning across the breadth of the curriculum. Each assessment aims to provide a snapshot of trainee progress and feedback for further improvement.

### Programmatic assessment and decision-making

Progression decisions will be based on the level of competence achieved for each learning goal, spanning the breadth of the curriculum standards. Important decisions are based on assessments throughout the program and mapped to learning goals.

## Need help?

If you have any questions about the new program, please contact [curriculum@racp.edu.au](mailto:curriculum@racp.edu.au).

## CURRICULUM STANDARDS

The curriculum standards are summarised as 19 **learning goals**. The learning goals articulate what trainees need to **be, do and know**, and are assessed throughout training.

## LEARNING GOALS

### BE

what it means to be a good physician

1. Professional behaviours

### DO

work tasks physicians are entrusted to do

2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Clinical assessment and management
6. Management of transitions in care
7. Acute care
8. Communication with patients
9. Procedures
10. Clinic management
11. Manage patients with untreatable, life-limiting cardiac conditions

### KNOW

what a competent physician should know

12. Scientific foundations of cardiology
13. Management of the acutely unwell cardiac patient
14. Coronary artery disease
15. Conditions affecting the circulation
16. Structural heart disease, including valvular and congenital heart disease
17. Rhythm disorders
18. Heart failure
19. Interactions with other specialties and systems

## Learning, Teaching and Assessment (LTA)

### LTA STRUCTURE

The 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 will establish clear checkpoints for trainee progression and completion.



### Entry criteria

Prospective trainees must have:

- completed RACP Basic Training, including the Written and Clinical Examinations.
- 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 practising certificate if applying in Aotearoa New Zealand.
- a clinical training position accredited for core Advanced Training in RACP Cardiology.

### LTA REQUIREMENTS

The LTA requirements are the strategies and methods used to learn, teach, and assess the curricula standards.

During the 2024 transition year, LTA requirements are a mix of new program and PREP requirements.

Summarised requirements are below, please refer to the [2024 Handbook](#) for full details.

### Requirements in 2024

#### Registration

1 registration form

#### Teaching

2 education supervisors

#### Assessment

- 1 learning plan
- 2 mini-clinical evaluation exercise
- 2 case-based discussions
- 2 direct observation of procedural skills
- 2 supervisor's reports

### Requirements over the course of training

#### Learning

Minimum 36 months FTE professional experience

- 4 learning courses
- Recommended resources

#### Assessment

- 1 cardiothoracic surgery progress report
- 1 logbook (procedures)
- 1 research project