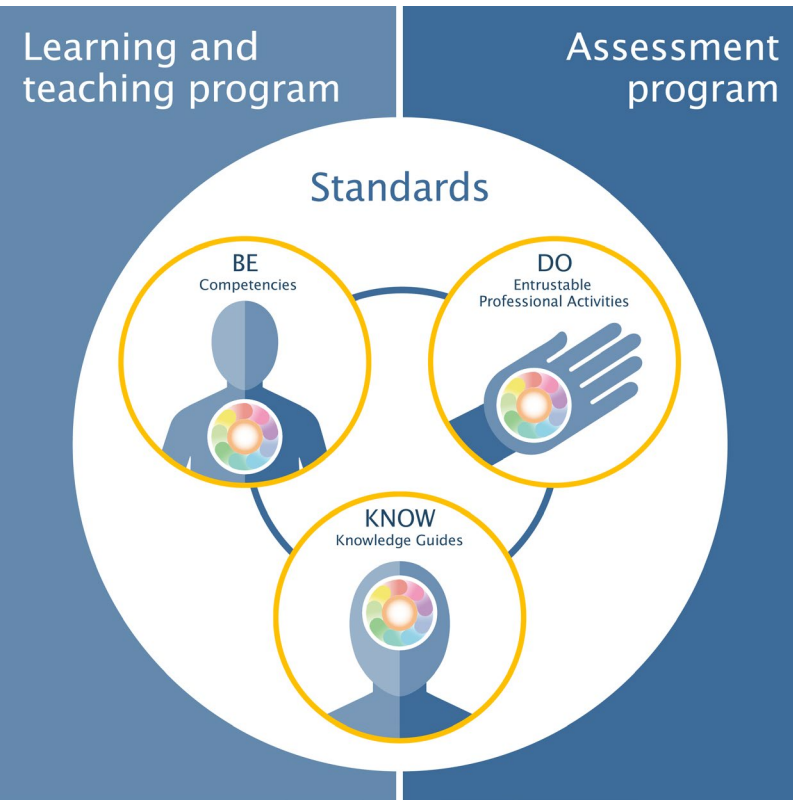




CURRICULUM STANDARDS

The curriculum standards are summarised as **learning goals**. Learning and assessment activities are linked to the learning goals to ensure that trainees demonstrate learning across the breadth of the curriculum.



Medical Oncology LEARNING GOALS

- | | |
|-------------|--|
| BE | 1. Professional behaviours |
| DO | 2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Clinical assessment and management
6. Acute care
7. Longitudinal care, including management of transitions
8. Communication with patients
9. Prescribing
10. Investigations and procedures
11. Clinic management
12. Critical appraisal of evidence |
| KNOW | 13. Foundations of oncology
14. Oncological emergencies and acute care
15. Management of specific malignancies
16. Anticancer therapies |

LEARNING, TEACHING AND ASSESSMENT*

Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion.

ENTRY CRITERIA

- Completed RACP Basic Training, including the Written and Clinical Examinations
- General medical registration
- An Advanced Training position

PROFESSIONAL EXPERIENCE

- 36 months of relevant professional experience in approved rotations in at least two different training settings

LEARNING PROGRAM

- Induction to Advanced Training resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- Communication skills workshop (online or face-to-face)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 who is a Fellow of the RACP in medical oncology)
- 1 Research Project Supervisor (may be the Education Supervisor)

ASSESSMENT PROGRAM

1 Learning plan at the start of each phase training and 1 six-monthly.

Recommended: additional learning plans for each new training period within a phase (e.g., if a trainee is planning to move to a different training position/rotation).

- 12 Learning Captures, on the range of learning goals (per year)
- 12 Observation Captures, on the range of learning goals (per year)
- 4 Progress reports (per year)
- 1 Research project (during course of training)

BE	DO	KNOW
<p>Competencies are statements of professional behaviours, values and practices</p>	<p>Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training</p>	<p>Knowledge Guides provide guidance on important topics and concepts trainees need to know</p>

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.

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

Find out more

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

