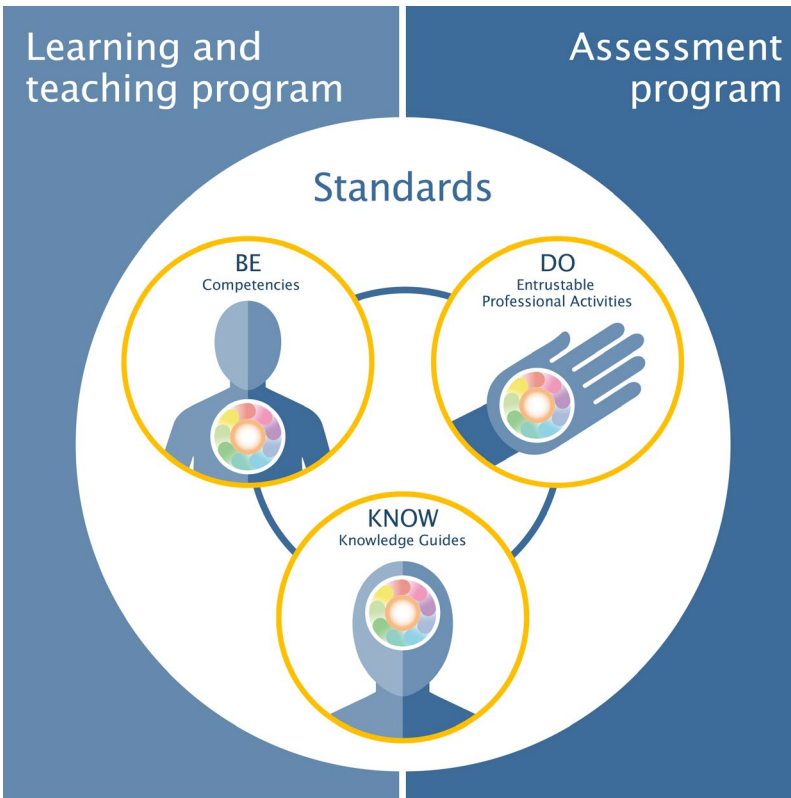




CURRICULUM STANDARDS

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 of haematological and oncological conditions
6. Acute paediatric oncology care
7. Longitudinal care
8. Communication with patients
9. Prescribing
10. Investigations and procedures
11. Critical appraisal of evidence |
| KNOW | 12. Scientific foundations of paediatric oncology
13. Acute and emergency paediatric oncology care
14. Oncological conditions
15. Non-malignant haematological conditions
16. Anticancer therapies and supportive care/ Principles of management |

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)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 who is a Fellow of the RACP in paediatric 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)

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

BE

Competencies are statements of professional behaviours, values and practices

DO

Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training

KNOW

Knowledge Guides provide guidance on important topics and concepts trainees need to know

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

Find out more

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

